891
S962

UC-NRLF

$B 257 809

PRIMARY SCHOOL

SPELLING-BOOK:

DESIGNED FOR

PRIMARY AND INTERMEDIATE

SCHOOLS.

BY WILLIAM D. SWAN,

PRINCIPAL OF THE MAYHEW SCHOOL, BOSTON.

PHILADELPHIA:

[illegible]. COWPERTHWAIT & CO

[illegible] Sampson & Co. [illegible]
[illegible] & Co.—[illegible] & Co.—Charleston, S. [illegible]
[illegible] Allen—[illegible], Morton & Griswold; [illegible]
[illegible]; Wm. D. [illegible]
[illegible]—Knoxville, Wm. [illegible]
[illegible]—Lexington, C. S. Bodley
[illegible] Buffalo, T. [illegible] Butler.

EXCHANGE

SIGILLVM · VNIVERSITATIS · CALIFORNIENSIS
FIAT LVX
MDCCCLXVIII

EX LIBRIS

891
S962

PREFACE.

This little work has been prepared to furnish teachers of Primary and Intermediate Schools with a systematic series of exercises in English orthography. It is arranged upon the plan of the author's larger Spelling-Book, and the following extract from the preface of that work is here inserted: —

"Experience has convinced the author that the old method of requiring children to study words in columns, arranged according to their accent and number of syllables, and to spell them orally, without reducing the exercise to practice by writing the words, is a useless task, and will never accomplish its design. Children may be able to spell words correctly when pronounced by the teacher; but, without frequent practice in writing, they will misspell them in composition. The recent reports of school committees, upon this subject, bear testimony to the truth of this conclusion.

"There are great and paramount difficulties in learning to spell correctly the English language. These difficulties arise principally from the anomalous and peculiar structure of the language —

887642

from the variety of sounds given to the several vowels — from silent consonants in certain classes of words — and from the similarity of sounds in syllables formed by different combinations of letters. To obviate these difficulties — to classify and arrange them under distinct heads, that they may be more readily and easily learned and remembered — has been the principal design of the author.

"Easy words, illustrating the simple sounds of vowels and consonants; words containing one or more silent consonants; words pronounced alike, but differing in orthography and signification, — have been arranged into distinct classes. But the great and distinguishing feature of the work is the arrangement of Exercises for Writing, in connection with the several classes. It has often been urged, and with good reason, against the spelling-books in common use, that children are required to learn to spell words, of the meaning and use of which they have no idea. These Exercises for Writing provide a remedy for this defect. Most of the words in the columns occur in the sentences, and the learner is thus shown their meaning and application."

The words in sentences may be used for lessons to be spelled orally by small children who have not learned to write.

Boston, May, 1850.

THE PRIMARY SCHOOL SPELLING-BOOK.

ORTHOGRAPHY.

Orthography treats of letters, syllables, words, and spelling.

A *letter* is a character used in printing, or writing, to represent the sound of the human voice in speaking.

The *English alphabet* consists of twenty-six letters.

There are *four* kinds of letters; namely, *Roman*, *Italic*, *Old English*, and *Script*.

The letters have severally two forms, by which they are distinguished; namely, *capitals* and *small letters*.

Capitals are used for the sake of eminence and distinction. Small letters constitute the body of every work. — *See Rules and Exercises for the Use of Capitals, page 97.*

THE ALPHABET.

ROMAN LETTERS.

Capitals.	Small Letters.	Capitals.	Small Letters.
A	a	N	n
B	b	O	o
C	c	P	p
D	d	Q	q
E	e	R	r
F	f	S	s
G	g	T	t
H	h	U	u
I	i	V	v
J	j	W	w
K	k	X	x
L	l	Y	y
M	m	Z	z

1 2 3 4 5 6 7 8 9 10

THE ALPHABET.

ITALIC LETTERS.

Capitals.	Small Letters.	Capitals.	Small Letters.
A	*a*	*N*	*n*
B	*b*	*O*	*o*
C	*c*	*P*	*p*
D	*d*	*Q*	*q*
E	*e*	*R*	*r*
F	*f*	*S*	*s*
G	*g*	*T*	*t*
H	*h*	*U*	*u*
I	*i*	*V*	*v*
J	*j*	*W*	*w*
K	*k*	*X*	*x*
L	*l*	*Y*	*y*
M	*m*	*Z*	*z*

1 2 3 4 5 6 7 8 9 10

A triphthong is three vowels joined in one syllable; as, *eau* in *beau*.

A proper triphthong is one in which all the vowels are sounded; as, *uoy* in *buoy*

An improper triphthong is one in which only one or two of the vowels are sounded; as, *eau* in *beauty*.

EXERCISES ON THE CLASSES OF LETTERS.

Show the vowels in the words *hat, dog, hen, ox, pig, cat, sun, man, hand, sell, give, time.*

Show the consonants in *spell, grass, fire, hemp, flax, corn, old, drive, give.*

Show the diphthongs in *head, said, guess, flood, been, friend, young, blood, brood.*

Mention regularly the vowels, diphthongs, and consonants in the following words: *know, have, blood, drown, bound, warm, sail, touch, smell, hear, see, hate, road, breath, health.*

WORDS AND SYLLABLES.

A word consists of one or more syl-

lables, and is used either alone or in conjunction with other words, as the sign of some idea.

A primitive word is one that is not formed from any simpler word in the language ; as, *harm*, *great*.

A derivative word is one that is formed from some simpler word in the language ; as, *harmless*, *greatly*.

A simple word is one that is not compounded ; as, *book*, *man*.

A compound word is one that is composed of two or more simple words ; as, *bookseller*, *watchman*.

Permanent compounds are sometimes united into one ; as, *bookseller :* others are formed by the hyphen ; as, *glass-house*.

A syllable is one or more letters pronounced in one sound, and is either a word or a part of a word. There are as many syllables in every word as there are distinct sounds ; as, *gram-ma-ri-an*.

A word of one syllable is called a *monosyllable ;* a word of two syllables, a *dissyllable ;* a word of three syllables, a *trisyllable*, and a word of more than three syllables, a *polysyllable*.

SOUNDS OF THE VOWELS.

A has five sounds ; as in *hate, hat, bar* and *ball.*

E has three sounds ; as in *we, met,* and *her.*

I has three sounds ; as in *mind, thin,* and *birth.*

O has five sounds ; as in *note, not, born, come,* and *tomb.*

U has four sounds ; as in *use, us, full,* and *rude.*

SOUNDS OF THE CONSONANTS.

B has always the same sound ; as in *bad, crab,* and *sabre.*

C is hard before *a, o,* and *u ;* as in *came, cold,* and *cut :* and soft before *e, i,* and *y ;* as in *cell, cite,* and *cymbal.*

D has always the same sound ; as in *dim, bad,* and *rider.*

F has always the same sound ; as in *fat, if,* and *swift.**

G has two sounds : hard, before *a, o,* and *u ;* as in *game, got,* and *gun :* and

* Except in the word *of.*

soft, before *e*, *i*, and *y*; as in *gem*, *giant*,* and *gymnastic*.

H is aspirated; as in *herd*, *heel*, and *hit*: or unaspirated; as in *heir*, *herb*, and *honest*.

J has the sound of *g* soft; as in *jest*.

K and *L* have always the same sound; as in *kick*, *lately*.

M is invariable; as in *mud* and *muss*.

N and *P* never change; as in *not*, *pen*.

Q is always followed by *u*, and is sounded as in *quake*.

R is rough; as in *rob*: and smooth; as in *hair* and *more*.

S has two sounds: hard, as in *those*; soft, as in *this*.

T and *V* never change; as in *tin* and *it*; *vain* and *verb*.

W, when a consonant, never changes, but is sounded as in *win* and *won*.

X has three sounds; as in *Xenophon*, *fix*, and *exist*.

Y, when a consonant, is invariable; as in *you* and *yes*: when a vowel, is sounded as in *day*, *key*, and *boy*.

Z has but one sound; as in *zeal*.

* With some exceptions; as in *giddy*, *girl*, and a few others, which have g hard.

SPELLING LESSONS.

be	go	by	*be*	*go*	*by*
he	lo	fy	*he*	*lo*	*fy*
me	no	my	*me*	*no*	*my*
we	so	shy	*we*	*so*	*shy*
ye	wo	thy	*ye*	*wo*	*thy*

EXERCISES FOR WRITING.

So we go.	*So we go.*
Lo! I go by.	*Lo! I go by.*
Ye go by me.	*Ye go by me.*
Be ye so.	*Be ye so.*
No, ye go.	*No, ye go.*

NOTE TO TEACHERS. — The learner should be required to spell the words in columns orally. The exercises for writing should be copied by the learner; but at recitation, the sentences should be read aloud by the teacher, and the learner should be required to write them again. As the learner progresses, the sentence may be read by the teacher, and only the words to which particular attention is called, may be written. Sentences not in the book should also be dictated by the teacher. The pupils may then exchange slates, and review each other's work.

am	in	or	*am*	*in*	*or.*
an	is	ox	*an*	*is*	*ox*
as	it	up	*as*	*it*	*up*
at	of	us	*at*	*of*	*us*
if	on		*if*	*on*	

EXERCISES FOR WRITING.

Lo! I am he.	*Lo! I am he.*
It is an ox.	*It is an ox.*
If it be my ox, go on.	*If it be my ox, go on.*
If he be in, I go.	*If he be in, I go.*
I am as he is.	*I am as he is.*
I am on an ox.	*I am on an ox.*
It is as it is.	*It is as it is.*
It is on my ox.	*It is on my ox.*
If it be he, go in.	*If it be he, go in.*
Do ye as I do.	*Do ye as I do.*
Am I to go in?	*Am I to go in?*
Is he to do it?	*Is he to do it?*
He is to go in.	*He is to go in.*

fane	fan	kine	kin
fate	fat	pine	pin
hate	hat	ride	rid
made	mad	site	sit
mane	man	wine	win
mate	mat	hope	hop
pane	pan	mope	mop
rate	rat	note	not
tape	tap	robe	rob
bite	bit	rode	rod

EXERCISES FOR WRITING.

I hate a hat made of fur.

He made the man mad.

The rat ran at a fine rate.

His mate sat on a mat.

This pin is not made of pine.

Sit on the site of the hive.

If I get rid of it, I go to ride.

Do not rob me of my robe.

fane	*fan*	*kine*	*kin*
fate	*fat*	*pine*	*pin*
hate	*hat*	*ride*	*rid*
made	*mad*	*site*	*sit*
mane	*man*	*wine*	*win*
mate	*mat*	*hope*	*hop*
pane	*pan*	*mope*	*mop*
rate	*rat*	*note*	*not*
tape	*tap*	*robe*	*rob*
bite	*bit*	*rode*	*rod*

EXERCISES FOR WRITING.

I hate a hat made of fur.
He made the man mad.
The rat ran at a fine rate.
His mate sat on a mat.
This pin is not made of pine.
Sit on the site of the hive.
If I get rid of it, I go to ride.
Do not rob me of my robe.

AY and	EY.
pl*ay*	gr*ey*
str*ay*	th*ey*
sw*ay*	wh*ey*

ACE and	ASE.
r*ace*	c*ase*
tr*ace*	v*ase*
sp*ace*	ch*ase*

AID and	ADE.
aid	f*ade*
br*aid*	bl*ade*
l*aid*	c*ade*
p*aid*	l*ade*
st*aid*	sh*ade*
m*aid*	gl*ade*

AIL and	ALE.
ail	d*ale*
f*ail*	g*ale*
sn*ail*	v*ale*
p*ail*	b*ale*
h*ail*	p*ale*
fr*ail*	st*ale*

AIM and	AME.
aim	n*ame*
cl*aim*	fr*ame*
m*aim*	f*ame*

AIN,	ANE, and	EIN.
dr*ain*	c*ane*	r*ein*
f*ain*	b*ane*	v*ein*
gr*ain*	pl*ane*	sk*ein*

EXERCISES FOR WRITING.

Th*ey* pl*ay*. Horses r*ace*. Flowers f*ade*. A bl*ade* of grass. The money was p*aid*. Life is fr*ail*. The beautiful v*ale*. A b*ale* of goods. A gold ch*ain*. The r*ein* of a *bridle*. A sk*ein* of silk. The m*ane* of a horse. Fair f*ame*. A good n*ame*. The s*ame* cl*aim*. A s*ane* man. The fr*ame* of a house.

AIR, ARE, EAR, and EIR.

air	rare	wear
fair	dare	tear
lair	ware	bear
pair	stare	pear
stair	care	——
hair	spare	their
chair	snare	heir

AIT, EAT, and ATE.

gait	date
trait	rate
wait	prate
bait	skate
strait	state
——	slate
great	late

AISE, AZE, and AIZE.

praise	blaze	maize
chaise	gaze	baize

ALL and AWL.

pall	yawl
wall	drawl
small	shawl
gall	scrawl
hall	sprawl

ARCE and ARSE.

farce	parse

EAK and AKE.

break	spake
steak	drake

EXERCISES FOR WRITING.

A fair lock. Red hair. A rare chance. Glass ware. Read with care. A pair of skates. A strait gate. I will praise him. He rode in a chaise. A brick wall. A red shawl. A beef-steak.

EA and EE.	
tea	fee
plea	glee

EA and EE.	
pea	flee
sea	lee

EAD and EED.	
read	steed
bead	deed
plead	feed
mead	speed
lead	bleed
knead	weed

EAK and EEK.	
beak	meek
bleak	leek
weak	seek
freak	cheek
speak	creek
streak	peek

EAL and EEL.	
heal	eel
meal	keel
peal	peel
seal	reel
veal	kneel
zeal	steel

EAM, EEM, and EME.	
ream	deem
cream	seem
dream	teem
gleam	——
steam	scheme
stream	theme

EXERCISES FOR WRITING.

A cup of t*ea*. The blue s*ea*. A good pl*ea*. The k*eel* of a ship. A p*eal* of thunder. The p*eel* of an orange. The s*eal* of a letter. A st*eel* chain. A r*eam* of paper. A str*eam* of water.

EAD and ED.		EAD and ED.	
he*ad*	f*ed*	dr*ead*	fl*ed*
st*ead*	w*ed*	spr*ead*	sl*ed*

IE, IGH, YE, and Y.

d*ie*	n*igh*	*eye*	tr*y*
p*ie*	s*igh*	r*ye*	sl*y*
t*ie*	th*igh*	l*ye*	sk*y*

OE and OW.		OAD and ODE.	
d*oe*	bl*ow*	l*oad*	c*ode*
f*oe*	gl*ow*	r*oad*	b*ode*
h*oe*	sl*ow*	t*oad*	m*ode*
r*oe*	sn*ow*	g*oad*	str*ode*

OAL and OLE.		OLL and OWL.	
c*oal*	s*ole*	r*oll*	b*owl*
f*oal*	st*ole*	dr*oll*	

EXERCISES FOR WRITING.

The horse fl*ed*. The hay is spr*ead*. The boy will d*ie*. The hour is n*igh*. A field of r*ye*. Blue sk*y*. See it sn*ow*. I see the f*oe*. A l*oad* of wood. A c*ode* of laws. A l*oad* of c*oal*. The cat st*ole* the r*oll*. A b*owl* of milk.

EAN and EEN.		EAP and EEP.	
be*an*	se*en*	he*ap*	de*ep*
me*an*	gre*en*	le*ap*	ke*ep*
l*ean*	qu*een*	ne*ap*	pe*ep*
cl*ean*	sh*een*	re*ap*	we*ep*
gl*eam*	scr*een*	ch*eap*	cr*eep*
w*ean*	spl*een*		sh*eep*

EAR and EER.		EAT and EET.	
d*ear*	b*eer*	f*eat*	b*eet*
f*ear*	p*eer*	h*eat*	m*eet*
n*ear*	v*eer*	n*eat*	str*eet*
r*ear*	qu*eer*	p*eat*	fl*eet*
s*ear*	sh*eer*	bl*eat*	sh*eet*
t*ear*	sn*eer*	ch*eat*	sw*eet*
y*ear*	st*eer*	tr*eat*	sl*eet*
cl*ear*	ch*eer*	wh*eat*	gr*eet*

EASE, EEZE, and IEZE.

pl*ease* sn*eeze* fr*ieze*

EXERCISES FOR WRITING.

I have s*een* a b*ean*. A gr*een* tree. A black sh*eep*. I f*ear* the st*eer* will run with the wh*eat*. I will m*eet* him. He will not ch*eat*. Walk in the str*eet*. H*ear* him sn*eeze*. Try to pl*ease*.

OAM and OME.		OAN, ONE, and OWN.		
foam	dome	moan	bone	flown
loam	home	roan	prone	sown

OAR, ORE, OOR, and OUR.			OAT and OTE.	
hoar	gore	door	boat	note
roar	snore	floor	coat	vote
soar	store	flour	bloat	smote

OSE, OZE, and OWS.			OME and UM.	
rose	doze	blows	come	hum
prose	froze	grows	some	drum

UE, EW, IEU, and IEW.

blue	few	lieu	view
glue	crew		
true	brew	UME and EUM.	
sue	hew	plume	rheum

UCE, USE, EUCE, UICE, and OOSE.

truce	use	deuce	juice	loose

EXERCISES FOR WRITING.

See the *foam*. Go *home*. A *roan* horse. A large *bone*. The bird has *flown*. The winds *roar*. The *door* of the *store*. A bank *note*. A black *coat*. The *rose* bush *grows*. He had a *view* of the *crew*. It is *true*. A flag of *truce*.

EUD, UDE, and EWD.

f*eud*	r*ude*	l*ewd*

UIT and UTE.

s*uit*	l*ute*
fr*uit*	br*ute*

UR and IR.

f*ur*	st*ir*
sl*ur*	s*ir*

URB and ERB.

c*urb*	v*erb*

IRD, EARD, and ORD.

g*ird*	h*eard*	w*ord*

URGE, ERGE, IRGE, and OURGE.

p*urge*	m*erge*	d*irge*	sc*ourge*
s*urge*	v*erge*		

URK, IRK, ERK, and ORK.

l*urk*	d*irk*	j*erk*	w*ork*
T*urk*	k*irk*	cl*erk*	

URL, EARL, and IRL.

c*url*	*earl*	g*irl*
f*url*	p*earl*	tw*irl*

EXERCISES FOR WRITING.

A r*ude* child. He is a br*ute*. Sweet fr*uit*. A f*ur* cap. Do not st*ir*. He h*eard* the w*ord*. The d*irge* was sung. He stood on the v*erge* of the rock. A steel d*irk*. F*url* the flag. A good g*irl*. A white p*earl*.

ERM, IRM, and ORM.

ger*m*	fi*rm*	wo*rm*

URN, ERN, and EARN.

b*urn*	f*ern*	l*earn*
t*urn*	st*ern*	y*earn*

URST, IRST, and ORST.

b*urst*	f*irst*	w*orst*
d*urst*	th*irst*	

URT, ERT, and IRT.

h*urt*	d*irt*
	g*irt*
p*ert*	sh*irt*

OUR and OW'ER.*

s*our*	p*ow'er*
h*our*	d*ow er*
sc*our*	c*ow er*

EARTH, IRTH, and ORTH.

earth	b*irth*	w*orth*

EXERCISES FOR WRITING.

See that w*orm*. The stake is f*irm*. It will not t*urn*. You can l*earn*. Do not b*urn* the f*ern*. The f*irst* shell is b*urst*. It is the w*orst*. Do not h*urt* the dog. He will play in the d*irt*. This h*our* I will try my p*ower*. The *earth* is round. It is w*orth* a dollar.

* The *accent* of a syllable is a stress of the voice in pronouncing it. It is marked thus (′.)

AY and EY.		ACE and ASE.	
de l*ay*′	o b*ey*′	de f*ace*′	e r*ase*′
de fr*ay*	sur v*ey*	un l*ace*	de b*ase*

AID and ADE.		AIL and ALE.	
a fr*aid*′	ti r*ade*′	as s*ail*′	re g*ale*′
up br*aid*	bro c*ade*	de t*ail*	in h*ale*

AIM and AME.		AIN and ANE.	
ac cl*aim*′	be c*ame*′	com pl*ain*′	pro f*ane*′
de cl*aim*	in fl*ame*	do m*ain*	hu m*ane*
dis cl*aim*	de f*ame*	ex pl*ain*	in s*ane*

AIR and ARE.		AIT and ATE.	
af f*air*′	de cl*are*′	a w*ait*′	de b*ate*′
re p*air*	be w*are*		re l*ate*
im p*air*	pre p*are*		va c*ate*

AZE, AYS, AISE, and EYS.			
a m*aze*′	de l*ays*′	dis pr*aise*′	con v*eys*′
em bl*aze*	dis pl*ays*	ap pr*aise*	sur v*eys*

EXERCISES FOR WRITING.

I will o*bey*. He will defr*ay* the expense. Do not def*ace* it. Er*ase* the mark. I am afr*aid*. He will ass*ail* him. Boys decl*aim*. I will not compl*ain*. He will rep*air* the desk. Aw*ait* the result. He surv*eys* the scene.

EDE and EED.		EME and EEM.	
im p*ede*′	suc c*eed*′	ex tr*eme*′	es t*eem*′
se c*ede*	in d*eed*	su pr*eme*	re d*eem*

ENE, EAN, EEN, and INE.

con v*ene*′	de m*ean*′	un s*een*′	ma ch*ine*′
ob sc*ene*	un cl*ean*	be tw*een*	ra v*ine*
se r*ene*		ca r*een*	ton t*ine*
ter r*ene*		nan k*een*	rou t*ine*

ERE, EAR, EER, and IER.

sin c*ere*′	en d*ear*′	ca r*eer*′	cash *ier*′
ad h*ere*	ap p*ear*	com p*eer*	fron t*ier*
aus t*ere*	ar r*ear*	ve n*eer*	

ETE, EAT, EET, EIT, and EIPT.

con cr*ete*′	de f*eat*′	dis cr*eet*′	con c*eit*′
com pl*ete*	re p*eat*		de c*eit*
re pl*ete*	en tr*eat*		——
se cr*ete*	re tr*eat*		re c*eipt*

EXERCISES FOR WRITING.

They acc*ede* to the demand. He succ*eeds* well in business. The men red*eem* their pledges. The Supr*eme* Ruler of the universe. The uns*een* power. The air is ser*ene*. His car*eer* was short. An aust*ere* man. A sinc*ere* Christian. The edifice is compl*ete*. The retr*eat* was disastrous. A strange conc*eit*. A rec*eipt*.

AL, EL, and LE.

di′*al*	du′*el*	stop′p*le*
vi *al*	cru *el*	ap p*le*
re *al*	lev *el*	sad d*le*
o v*al*	reb *el*	treb *le*
tri *al*	gru *el*	mar b*le*
fa t*al*	fu *el*	set t*le*
na t*al*	jew *el*	cat t*le*
to t*al*	grav *el*	a b*le*
re g*al*	ves s*el*	cra d*le*
lo c*al*	par c*el*	bi b*le*
fo c*al*	bush *el*	hum b*le*
pe n*al*	shov *el*	tum b*le*
co p*al*	mar v*el*	crum b*le*
plu r*al*	bev *el*	cra d*le*
vas s*al*	gos p*el*	la d*le*
ves t*al*	ken n*el*	can d*le*
den t*al*	la b*el*	baf f*le*
bri d*al*	pan *el*	spin d*le*

EXERCISES FOR WRITING.

The di*al* of a clock. They fought a du*el*. He found an app*le*. A glass vi*al*. The cru*el* man fell from the sadd*le*. A marb*le* statue. The pan*el* of a door. The fat*al* act. An humb*le* man. The vess*el* has sailed. Rocks crumb*le*. Light the cand*le*. Bring the parc*el*.

ENCE and ENSE.		ENCE and ENSE.	
com m*ence*′	im m*ense*′	ca′d*ence*	dis p*ense*′
de f*ence*	in c*ense*	flor *ence*	sub t*ense*
pre t*ence*	pre p*ense*	es s*ence*	con d*ense*
of f*ence*	sus p*ense*	pres *ence*	pro p*ense*
sci′*ence*	ex p*ense*	ab s*ence*	in t*ense*

ATE, ET, and ETTE.

pal′*ate*	re gr*et*′	bru n*ette*′
leg *ate*	mag′n*et*	co qu*ette*
sen *ate*	plan *et*	pal′*ette*
prel *ate*	sig n*et*	ga z*ette*′

ISE and IZE.		ISE and IZE.	
de v*ise*′	as s*ize*′	re v*ise*′	ap pr*ize*′

ICE and IS.		ICE and IS.	
mal′*ice*	ba′s*is*	cor′n*ice*	gla′c*is*
lat t*ice*	gra t*is*	of f*ice*	trel l*is*
no t*ice*	glot t*is*	bod *ice*	cri s*is*
sur pl*ice*	ax *is*	ser v*ice*	the s*is*

EXERCISES FOR WRITING.

He will comm*ence* the def*ence* at any exp*ense*. He was in susp*ense* a long time. I regr*et* that it appeared in the gaz*ette*. The Sen*ate* of the United States will dev*ise* a plan. I will appr*ize* the estate. He was in off*ice*.

IN INE, and AIN.

dol′ph*in*	rap′*ine*	foun′t*ain*
bod k*in*	des t*ine*	moun t*ain*
nap k*in*	pris t*ine*	chief t*ain*
ur ch*in*	jas m*ine*	cap t*ain*
spav *in*	doc tr*ine*	vil l*ain*
dau ph*in*	fam *ine*	chap l*ain*
ver m*in*	en g*ine*	mur r*ain*
vir g*in*	san gu*ine*	cur t*ain*
mar g*in*	er m*ine*	cer t*ain*

O and OW.		O and OW.	
car′g*o*	sor′r*ow*	so′l*o*	fol′l*ow*
he r*o*	pil l*ow*	mot t*o*	bel l*ow*
ne gr*o*	win d*ow*	grot t*o*	mar r*ow*
bra v*o*	ar r*ow*	can t*o*	far r*ow*
tri *o*	shad *ow*	ze r*o*	spar r*ow*

ODE and OAD.		ODE and OAD.	
ex pl*ode*′	un l*oad*′	fore b*ode*′	re l*oad*′

EXERCISES FOR WRITING.

He was cert*ain* that the eng*ine* was there. The capt*ain* heard of the fam*ine*, and gave an account of it in the marg*in* of his letter. He sold his carg*o*. A tale of sorr*ow*. He was a her*o*. See the shad*ow*.

OL and OLE.		OL and OLE.	
con tr*ol*′	con d*ole*′	en r*ol*′	pa r*ole*′
pa tr*ol*	con *sole*	un r*ol*	pis t*ole*

OSE and OWS.		OSE and OWS.	
dis p*ose*′	wid′*ows*	trans p*ose*′	spar′r*ows*
pro p*ose*	win d*ows*	com p*ose*	mead *ows*

OTE and OAT.		OTE and OAT.	
de n*ote*′	a fl*oat*′	de v*ote*′	waist′c*oat*

UE and EW.		UE and EW.	
en d*ue*′	be d*ew*′	ven d*ue*′	cur′f*ew*
ac cr*ue*	a n*ew*	sub d*ue*	sin *ew*
em br*ue*	re n*ew*	en s*ue*	mil d*ew*

USE and UCE.		USE and UCE.	
ex c*use*′	in d*uce*′	ab str*use*′	se d*uce*′
a b*use*	tra d*uce*	ob t*use*	con d*uce*
dif f*use*	e d*uce*	ref′*use*	pro d*uce*
re cl*use*	de d*uce*	dis *use*′	in d*uce*

EXERCISES FOR WRITING.

He could contr*ol* himself. I could not cons*ole* him. He could disp*ose* of the wind*ows*. I will ren*ew* it. He can subd*ue* him. He can prod*uce* an exc*use*. I will ind*uce* him to study. I will not trad*uce* him.

UTE and UIT.		UTE and UIT.	
con *fute'*	pur s*uit'*	trib'*ute*	re cr*uit'*

ER, RE, OR, and AR.

ru'l*er*	a'c*re*	tu'm*or*	li'*ar*
tra d*er*	li v*re*	ru m*or*	fri *ar*
cor n*er*	sa b*re*	tre m*or*	nec t*ar*
tim b*er*	me t*re*	clam *or*	mor t*ar*
un d*er*	fi b*re*	can d*or*	schol *ar*
mut t*er*	ni t*re*	sa v*or*	pop l*ar*
bet t*er*	spec t*re*	er r*or*	col l*ar*
lin g*er*	mau g*re*	vic t*or*	so l*ar*
hin d*er*	cen t*re*	vig *or*	po l*ar*
ten d*er*	lus t*re*	doc t*or*	lu n*ar*
quiv *er*	om b*re*	tu t*or*	dol l*ar*
ves p*er*	o ch*re*	fac t*or*	ce d*ar*
pros p*er*	lu c*re*	fa v*or*	beg g*ar*
fes t*er*	scep t*re*	lic t*or*	pil l*ar*
bri *er*	som b*re*	ma j*or*	vic *ar*
help *er*	mea g*re*	pas t*or*	vul g*ar*

EXERCISES FOR WRITING.

He was in purs*uit* of his horse. He paid trib*ute* to Spain. A li*ar* will not prosp*er*. No one will fav*or* him. A begg*ar* sat und*er* the tree. I gave the doct*or* a doll*ar*. He called it luc*re*. The bri*er* grew in the cent*re* of the garden.

EN and ON.		US and OUS.	
ha'v*en*	ma'so*n*	ge'n*us*	jeal'*ous*
ta k*en*	par d*on*	bo n*us*	zeal *ous*
gar d*en*	par s*on*	cir c*us*	lep r*ous*
war d*en*	cot t*on*	re b*us*	pi *ous*
lis t*en*	pris *on*	sur pl*us*	fa m*ous*
cho s*en*	crim s*on*	gram p*us*	ner v*ous*
to k*en*	but t*on*	isth m*us*	pom p*ous*

INE and IGN,		INE and IGN.	
re p*ine*'	en' s*ign*	re cl*ine*'	re s*ign*'
su p*ine*	as s*ign*'	de f*ine*	ma l*ign*
con f*ine*	con d*ign*	in cl*ine*	be n*ign*
de cl*ine*	de s*ign*	car' b*ine*	con s*ign*

ITE and IGHT.		ITE and IGHT.	
u n*ite*'	a l*ight*'	con' tr*ite*	in' s*ight*
in d*ite*	de l*ight*	fi n*ite*	fore s*ight*
po l*ite*	a r*ight*	le v*ite*	twi l*ight*
ex c*ite*	af fr*ight*	re qu*ite*'	fort n*ight*

EXERCISES FOR WRITING.

He has tak*en* the cott*on* that grew in the gard*en*. A'pi*ous* man. In crossing the isthm*us* he saw a gramp*us*, which made him quite nerv*ous*. I will not repine. It is a good des*ign*. Def*ine* the words. Un*ite* them with del*ight*. I can ind*ite*. He lived a fortn*ight*.

ER and UR.		ER and UR.	
de f*er*′	de m*ur*′	con f*er*′	in c*ur*′
de t*er*	re c*ur*	pre f*er*	oc c*ur*

ERSE, ERCE, and URSE.

per v*erse*′	co *erce*′	im b*urse*′
dis p*erse*	a m*erce*	dis b*urse*
im m*erse*	com′ m*erce*	ac c*urse*

ERN, URN, and EARN.

con c*ern*′	re t*urn*′	un l*earn*′

ERT, URT, and IRT.

in s*ert*′	un h*urt*′	be g*irt*′

AU and AW.		AU and AW.	
au′ ger	*aw*′ ful	*au*′ gust	*aw*k′ ward
au dit	*aw*n ing	*au* spice	d*aw*n ing
au tumn	f*aw*n ing	*au* thor	f*aw*n er
c*au* tion	l*aw* ful	*au* burn	l*aw* less
c*au*s tic	l*aw* suit	*au*c tion	l*aw* yer
au stere′	r*aw* ness	c*au* tious	s*aw* dust

EXERCISES FOR WRITING.

I will def*er* my visit. It will not rec*ur*. He told the mob to disp*erse*. He could not co*erce*. Write the word disb*urse*. Ret*urn*, and unl*earn*, and conc*ern* have different terminations. I can ins*ert* it. He was unh*urt*. The l*aw*yer came home in *Au*gust.

IE and EI.		IE and EI.	
br*ie*f	*ei'* ther	be l*ie*ve'	re c*ei*ve'
gr*ie*f	n*ei* ther	re l*ie*ve	de c*ei*t
th*ie*f	l*ei* sure	re pr*ie*ve	re c*ei*pt
f*ie*f	s*ei* zure	re tr*ie*ve	per c*ei*ve
ch*ie*f	con c*ei*ve'	a ch*ie*ve	con c*ei*t
gr*ie*ve	de c*ei*ve	be s*ie*ge	

EER, IER, and ERE.

en gi n*eer'*	brig a d*ier'*	in ter f*ere'*
dom i n*eer*	cav a l*ier*	per se v*ere*
gaz et t*eer*	gren a d*ier*	cas si m*ere*
pri va t*eer*	fin an c*ier*	

U, EU, UE, EW, EAU, and IEW.

d*u'* ty	n*eu'* ter	r*ue'* ful	d*ew'* drop
d*u* el	n*eu* tral	———	d*ew* y
f*u* el	pl*eu* ri sy	b*eau* ty	v*iew* less

EXERCISES FOR WRITING.

The th*ie*f did not rec*ei*ve his deserved punishment. We are often dec*ei*ved by the appearance of gr*ie*f. The rec*ei*pt rel*ie*ved him from embarrassment. The grenad*ier* was clothed in cassim*ere*. The auction*eer* was compelled to interf*ere*.

ANT and ENT.

va′ c*ant*	ar′ d*ent*
fra gr*ant*	pen d*ent*
in f*ant*	co g*ent*
dor m*ant*	strin g*ent*
con st*ant*	cur r*ent*
dis t*ant*	ur g*ent*
er r*ant*	fer v*ent*
fla gr*ant*	fre qu*ent*

ANCE and ENCE.

bal′ *ance*	pru′ d*ence*
dis t*ance*	cre d*ence*
in st*ance*	ca d*ence*
sub st*ance*	si l*ence*
sem bl*ance*	sci *ence*
ut ter *ance*	in flu *ence*
ig no r*ance*	con flu *ence*
ra di *ance*	neg li g*ence*

EXERCISES FOR WRITING.

A fragr*ant* flower. A const*ant* friend. A dist*ant* object. His reasoning was cog*ent*. He was urg*ent* in his request. The bal*ance* was paid. The conflu*ence* of the two rivers. His utter*ance* was bad. The radi*ance* of the sun.

ABLE and IBLE.

lau′ d*a* *ble*	plau′ s*i* *ble*
prob *a* *ble*	cred *i* *ble*
sol v*a* *ble*	sen s*i* *ble*
ca p*a* *ble*	au d*i* *ble*
ten *a* *ble*	for c*i* *ble*
mu t*a* *ble*	leg *i* *ble*
li *a* *ble*	flex *i* *ble*
cul p*a* *ble*	fran g*i* *ble*
port *a* *ble*	fu s*i* *ble*
af f*a* *ble*	vis *i* *ble*
tax *a* *ble*	pos s*i* *ble*
trac t*a* *ble*	tan g*i* *ble*
pal p*a* *ble*	ven d*i* *ble*
no t*a* *ble*	fal l*i* *ble*
ford *a* *ble*	ed *i* *ble*
par *a* *ble*	feas *i* *ble*
leas *a* *ble*	ris *i* *ble*

EXERCISES FOR WRITING.

A laud*able* desire. A plaus*ible* tale. A prob*able* event. A sens*ible* man. His position was not ten*able*. A port*able* desk. A frang*ible* vessel. His conduct was culp*able*. The stream was ford*able*. The writing was leg*ible*. He understood the par*able*. His organs were flex*ible*.

Y and EY.		Y and EY.	
sha′ d*y*	ab′ b*ey*	hap′ p*y*	val′ l*ey*
mer r*y*	mon *ey*	love l*y*	gal l*ey*
slee p*y*	vol l*ey*	lone l*y*	med l*ey*
gree d*y*	tur k*ey*	state l*y*	kid n*ey*
kind l*y*	chim n*ey*	bod *y*	bar l*ey*
dain t*y*	ker s*ey*	gid d*y*	par l*ey*
fol l*y*	jer s*ey*	sal l*y*	mot l*ey*

SI and CI.

ne ces′ *si* ty	ve ra*c*′ *i* ty
im men *si* ty	lo qua*c* *i* ty
in ten *si* ty	ra pa*c* *i* ty
di ver *si* ty	sa ga*c* *i* ty
u ni ver′ *si* ty	te na*c* *i* ty
gen er o*s* *i* ty	ca pa*c* *i* ty
an i mo*s* *i* ty	fe ro*c* *i* ty
cu ri o*s* *i* ty	a tro*c* *i* ty

EXERCISES FOR WRITING.

A shad*y* bower. The abb*ey* received his mon*ey*. A lovel*y* vall*ey*. A bod*y* of men. The turk*ey* was fed on barl*ey*. A motl*ey* crew. A smok*y* chimn*ey*. A gal*ley* slave. The enem*y* demanded a par*ley*. The deput*y* made a long journ*ey*.

CIAL and TIAL.

so′ *cial*	nup′ *tial*
spe *cial*	mar *tial*
ju di′ *cial*	par *tial*
of fi *cial*	po ten′ *tial*
fi nan *cial*	es sen *tial*
com mer *cial*	sub stan *tial*
pro vin *cial*	im par *tial*

CIOUS and TIOUS.

gra′ *cious*	cau′ *tious*
spe *cious*	fac *tious*
spa *cious*	frac *tious*
lus *cious*	cap *tious*
au da′ *cious*	vex a′ *tious*
sa ga *cious*	fa ce *tious*
vo ra *cious*	se di *tious*
a tro *cious*	con ten *tious*
fe ro *cious*	in fec *tious*

EXERCISES FOR WRITING.

A so*cial* meeting. A spe*cial* messenger. Nup*tial* rights. Mar*tial* deeds. Offi*cial* duties. Judi*cial* proceedings. Essen*tial* properties. Finan*cial* operations. Influen*tial* friends. A gra*cious* reception. A cau*tious* man. A saga*cious* prince.

ETY and ITY.

pi′ *e ty*	a bil′ *i ty*
ni ce *ty*	ci vil *i ty*
moi *e ty*	di vin *i ty*
so ci′ *e ty*	e ter n*i ty*
va ri *e ty*	an nu *i ty*
so bri *e ty*	gra tu *i ty*
anx i *e ty*	e nor m*i ty*

EOUS and IOUS.

du′ t*e ous*	se′ r*i ous*
lig n*e ous*	te d*i ous*
pit *e ous*	im p*i ous*
hid *e ous*	du b*i ous*
a qu*e ous*	stu d*i ous*
ig n*e ous*	o d*i ous*
vit r*e ous*	en v*i ous*
os s*e ous*	ob v*i ous*

EXERCISES FOR WRITING.

Pi*ety* is honorable in all. His abil*ity* was great. A vari*ety* of topics. He received an annu*ity*. A dut*eous* child. A ted*ious* journey. The prev*ious* question. A pit*eous* groan. Imp*ious* conduct. A notor*ious* character. Cutan*eous* disease. A stud*ious* boy.

CIATE and TIATE.

as so′ *ci ate*	ne go′ *ti ate*
e ma *ci ate*	in gra *ti ate*
ap pre *ci ate*	ex pa *ti ate*
de pre *ci ate*	li cen *ti ate*
con so *ci ate*	sub stan *ti ate*

EMENT and IMENT.

ve′ he *ment*	ru′ d*i ment*
im pl*e ment*	nu tr*i ment*
sup pl*e ment*	sen t*i ment*
ten *e ment*	con d*i ment*
el *e ment*	det r*i ment*

EFY and IFY.

liq′ ue *fy*	grat′ *i fy*
pu tre *fy*	dig n*i fy*
rar *e fy*	qual *i fy*
stu pe *fy*	ed *i fy*

EXERCISES FOR WRITING.

He appre*ciate*s the advantage. The business was nego*tiate*d. The money depre*ciate*d. Veh*ement* desire. Rudi*ment*s of learning. Impl*ement*s of husbandry. His sent*iment*s were approved. I will grat*ify* him. He will stup*efy* his senses.

CAL, CLE, and KLE.

drop′ si *cal*	par′ ti *cle*	frec′ *kle*
ver ti *cal*	ar ti *cle*	sic *kle*
typ i *cal*	cu ti *cle*	buc *kle*
mys ti *cal*	ven tri *cle*	spec *kle*
crit i *cal*	pin na *cle*	sprin *kle*
cler i *cal*	ob sta *cle*	shac *kle*
rad i *cal*	ves i *cle*	pric *kle*
prac ti *cal*	ve hi *cle*	tin *kle*

CY, SY, and ZY.

spi′ *cy*	dai′ *sy*	diz′ *zy*
mer *cy*	gras *sy*	la *zy*
i *cy*	drop *sy*	cra *zy*
flee *cy*	gyp *sy*	ha *zy*
sau *cy*	noi *sy*	ma *zy*
fan *cy*	clum *sy*	fren *zy*
ra *cy*	ro *sy*	do *zy*

EXERCISES FOR WRITING.

A dropsi*cal* habit. A parti*cle* of matter. The sun is often verti*cal*. The reaper uses a sic*kle*. A radi*cal* error. A criti*cal* writer. Mysti*cal* lore. The pinna*cle* of fame. Spi*cy* breezes. The humble dai*sy*. The diz*zy* heights. The flee*cy* snow. His gestures are clum*sy*. The gyp*sy* left a small lega*cy*. The ha*zy* atmosphere.

E and I.

cel′ *e* brate	ab′ d*i* cate
lib *e* rate	med *i* cate
des *e* crate	in d*i* cate
op *e* rate	ex tr*i* cate
tol *e* rate	can d*i* date
gen *e* rate	ob l*i* gate
ven *e* rate	crim *i* nate
rec r*e* ate	nom *i* nate
pen *e* trate	mil *i* tate
per p*e* trate	hes *i* tate
ad *e* quate	cul t*i* vate
del *e* gate	grav *i* tate
nu m*e* rate	cap t*i* vate
con s*e* crate	vin d*i* cate
dep r*e* cate	cog *i* tate
con gr*e* gate	em *i* grate
ex *e* crate	as p*i* rate

EXERCISES FOR WRITING.

We cel*e*brate the birthday of Washington. They des*e*crate the Sabbath. He was a cand*i*date for office. He extr*i*cates himself from difficulty. The church was cons*e*crated. He vind*i*cates his claim. He was a del*e*gate to nom*i*nate a cand*i*date for office.

SION and TION.

pas′ *sion*	na′ *tion*
mis *sion*	ra *tion*
ses *sion*	sta *tion*
pen *sion*	fac *tion*
ten *sion*	frac *tion*
ver *sion*	cap *tion*
o mis′ *sion*	gra da′ *tion*
pro fes *sion*	sal va *tion*
op pres *sion*	no ta *tion*
ad mis *sion*	du ra *tion*
dis mis *sion*	plan ta *tion*
dis cus *sion*	de vo *tion*
suc ces *sion*	e mo *tion*
sus pen *sion*	pro mo *tion*
pro gres *sion*	de tec *tion*
im pres *sion*	re cep *tion*
con ces *sion*	de ten *tion*

EXERCISES FOR WRITING.

He received a pen*sion*. The fac*tion* was divided. His emo*tion* was great. The na*tion* suffered from oppres*sion*. There was an omis*sion* of the cap*tion*. He filled the sta*tion* with dignity. There was a suspen*sion* of hostilities.

SILENT LETTERS.

B.

lam*b*	dum*b*	plum*b*	de*b*t
jam*b*	num*b*	tom*b*	de*b*t′ or
lim*b*	crum*b*	bom*b*	su*b*t le
clim*b*	thum*b*	dou*b*t	re dou*b*t′

C.

in di*c*t′ in di*c*t′ ment vi*c*t′ u als *c*zar

D.

han*d*′ some We*d*nes′ day han*d*′ ker chief

G.

si*g*n	dei*g*n	*g*nash	phle*g*m
de si*g*n′	fei*g*n	*g*naw	poi*g*n′ ant
as si*g*n	rei*g*n	*g*nat	sei*g*n ior
con di*g*n	ar rai*g*n′	*g*narled	im pu*g*n′
en′ si*g*n	cam pai*g*n	ba*g*n′ io	im pre*g*n

EXERCISES FOR WRITING.

The lam*b* bleats. They clim*b* the hill. The bom*b* burst. The de*b*t was paid. He was indi*c*ted for murder. The *c*zar was cruel. The ensi*g*n si*g*ned the paper. The de*b*tor assi*g*ned his property. The *g*narled oak. He *g*nashed with his teeth. In the rei*g*n of the late soverei*g*n. *G*nats bite.

K.

*k*nack	*k*nell	*k*nob
*k*nave	*k*nit	*k*now
*k*nee	*k*night	*k*new
*k*nead	*k*nife	*k*nown
*k*neel	*k*not	*k*nock

CH.

dra*ch*m	ya*ch*t	s*ch*ism

L.

a*l*ms	ca*l*f	ba*l*k
ba*l*m	ha*l*f	ca*l*k
pa*l*m	ca*l*ve	cha*l*k
psa*l*m	ha*l*ve	sta*l*k
qua*l*m	sa*l*ve	ta*l*k
cou*l*d	wou*l*d	wa*l*k
shou*l*d	be ha*l*f′	a*l*′ mond

EXERCISES FOR WRITING.

The *k*nave was compelled to bow the *k*nee. The *k*nell was heard. The *k*nife was broken in a *k*not. A glass *k*nob. He asked for a*l*ms. A ba*l*my breeze. His mind was ca*l*m. A*l*monds are bitter. The sa*l*mon was caught. A sta*l*k of grass. The vessel was so*l*dered.

N.

hym*n*	con dem*n'*	sol' em*n*
kil*n*	con tem*n*	au tum*n*

P.

*p*salm	prom*p*t	re cei*p*t'
*p*salm' ist	tem*p*t	ex em*p*t
*p*sal ter	em*p*' ty	sym*p*' tom

S.

i*s*le	sou*s*	i*s*' land

T.

chas*t*' en	sof*t*' en	gris' *t*le
has*t* en	of*t* en	whis *t*le
chris*t* en	fas*t* en	this *t*le
glis*t* en	cas *t*le	rus *t*le
lis*t* en	bus *t*le	pes *t*le
mois*t* en	jos *t*le	wres *t*le

EXERCISES FOR WRITING.

He gave the man a sou*s* to carry him over to the i*s*land. Chas*t*en thy son, and has*t*en to be wise. Lis*t*en to instruction. The cas*t*le was taken. The leaves were mois*t*ened. The bus*t*le was great. This*t*les grow in meadows. He heard the sound of the whis*t*le.

U.

brog*u*e	leag*u*e
rog*u*e	teag*u*e
vog*u*e	vag*u*e
tong*u*e	plag*u*e
mosq*u*e	o paq*u*e′
piq*u*e	col leag*u*e
ob liq*u*e′	pro rog*u*e
fa tig*u*e	ec′ log*u*e
in trig*u*e	prol og*u*e
ha rang*u*e	di a log*u*e
cat′ a log*u*e	dec a log*u*e
ped a gog*u*e	ep i log*u*e
syn a gog*u*e	tri a log*u*e
ap o log*u*e	dem a gog*u*e

EXERCISES FOR WRITING.

The rog*u*e speaks with a brog*u*e. A leag*u*e was formed against him. The intrig*u*e was discovered. He was exhausted with fatig*u*e A prolog*u*e is spoken before, and an epilog*u*e after, a play. Repeat the decalog*u*e. Demagog*u*es addressed the crowd. He read the catalog*u*e. The boys recited the dialog*u*e. They worshipped in the synagog*u*e.

U.

g*u*ard	b*u*y	q*u*in′ tal
g*u*ess	q*u*ay	q*u*o rum
g*u*est	q*u*ote	q*u*o ta
g*u*ide	con′ q*u*er	q*u*o tient
g*u*ile	cir c*u*it	g*u*it ar′
g*u*ilt	b*u*y er	be g*u*ile
b*u*ilt	bis c*u*it	dis g*u*ise
b*u*ild	g*u*in ea	liq′ *u*or

W.

*w*rap	*w*rite	*w*ri′ ting
*w*rath	*w*ring	*w*rin kle
*w*reak	*w*rit	*w*rit ten
*w*reck	*w*rist	*w*res tle
*w*ren	*w*rithe	s*w*ord
*w*reath	*w*rote	*w*hoop
*w*hole	*w*rong	an′ s*w*er
*w*rest	*w*rung	to*w* ards
*w*retch	*w*ry	kno*w*l edge

EXERCISES FOR WRITING.

G*u*ard against g*u*ilt. James bought some bisc*u*its. The drunkard bought some liq*u*or for a g*u*inea. The lady played on the g*u*itar. It is *w*rong to *w*rangle. The cruel boy *w*rung the *w*ren's neck. His faith made him *w*hole. An ans*w*er was given. The s*w*ord was broken. He *w*rote the letter.

SOUNDS OF LETTERS.

CH like SH.

*ch*aise	*ch*a made′	ma *ch*ine′
*ch*i cane′	*ch*a mois	sou *ch*ong
*ch*a grin	*ch*am paign	*ch*iv′ al ry

CH like K.

*ch*a′ os	*ch*o′ ral	*ch*ron′ ic
*ch*asm	*ch*ol er	*ch*ron i cle
*ch*oir	*ch*o rus	*ch*or is ter
*ch*ord	*Ch*rist	*Ch*ris tian

CH like TSH.

*ch*est	*ch*arge	*ch*oice
*ch*air	*ch*ange	*ch*oose
*ch*aff	*ch*arm	*ch*urch
*ch*alk	*ch*aste	*ch*url
*ch*eap	*ch*at	*ch*urn
*ch*eese	*ch*eer	*ch*er′ ry
*ch*ance	*ch*oke	*ch*er ub

EXERCISES FOR WRITING.

The *ch*ain was broken. The ma*ch*ine was invented. The *ch*oir sang a *ch*orus in the *ch*urch. The *ch*est was broken open. The *ch*aplain was sitting in the *ch*ancel. A *ch*eap book. *Ch*eese is made of milk. The hunter fell during the *ch*ase.

G hard before E, I, and Y.

*g*ird	*g*ive	stag′ *g*er
*g*irl	*g*ave	an *g*er
*g*irt	*g*eese	bog *g*y
*g*ift	*g*et	fin *g*er
*g*ig	tar′ *g*et	*g*id dy
*g*ild	an *g*er	*g*im let
*g*ills	dag *g*er	lin *g*er
*g*imp	rag *g*ed	hun *g*er

PH sounded like F.

*ph*rase	s*ph*ere	ci′ *ph*er
*ph*legm	lym*ph*	e*ph* od
*ph*e′ nix	cam′ *ph*or	*ph*ys ic
*ph*eas ant	pam *ph*let	tro *ph*y
*ph*ren sy	or *ph*an	tri um*ph*
*ph*a lanx	so*ph* ism	ep i ta*ph*
*ph*a e ton	so*ph* ist	eu *ph*o ny
*ph*an tom	ser a*ph*	al *ph*a bet

EXERCISES FOR WRITING.

*G*ird on your armor. The *g*irl received a *g*ift. His fin*g*er was cut with a dag*g*er. A *g*imlet is a small au*g*er. The *ph*enix arose from its ashes. The *ph*easant was caught. The pro*ph*et was in a *ph*rensy. The sera*ph* spake.

x sounds like gz.

e*x* act′	e*x* ist′	e*x* as′ per ate
e*x* alt	e*x* ult	e*x* or bi tant
e*x* haust	e*x* am′ ine	e*x* ec u tive
e*x* hort	e*x* am ple	e*x* ec u tor
e*x* empt	e*x* ot ic	e*x* ec u trix
e*x* ert	e*x* em pla ry	e*x* on er ate

x like ks.

e*x*′ it	e*x* pect′	e*x* clu′ sive
e*x* tant	e*x* pel	e*x*′ pi ate
e*x* tract	e*x* press	e*x* qui site
e*x* tol′	e*x* tend	e*x* cre ment
e*x* ceed	e*x* pose	e*x* tat′ ic
e*x* clude	e*x* cise	e*x* hib it
e*x* treme	e*x* pound	e*x* cheq uer
e*x* cel	e*x*′ e cute	e*x* cur sion
e*x* cept	e*x* er cise	e*x* claim′
e*x* cess	e*x* clu′ sion	lu*x*′ u ry

EXERCISES FOR WRITING.

The amount was e*x*act. He e*x*alts himself. The funds were e*x*hausted. The boy e*x*erted all his powers. He made his e*x*it. Only a part of Livy is e*x*tant. An e*x*tract from Cæsar. The judge e*x*pounded the law. The scholar was e*x*tolled.

RULE I. Monosyllables ending with F, L, or S, preceded by a single vowel, double the final consonant; as,

grass	pass	miss	staff
mass	spell	puss	wall
puff	wall	mess	bliss
muff	toll	mill	hill

EXCEPTIONS.

his	has	us	this
was	as	thus	if
is	gas	yes	of

RULE II. Words ending with any other consonant than F, L, or S, do not double the final consonant; as,

bib	kid	mud	dim
fib	bid	bid	skim
glib	did	rig	slim
nib	hid	dig	trim

EXCEPTIONS.

bull	add	odd	err
burr	ebb	egg	purr

EXERCISES FOR WRITING.

He went to the mi*ll* with a sta*ff*. The ta*ll* gra*ss*. Light the ga*s*. A big ki*d*. He stops at the i*nn*. He lays stre*ss* on hi*s* ski*ll*.

RULE III. Words ending with a single consonant, accented on the last syllable and preceded by a single vowel, double the final consonant before a termination beginning with a vowel.

rob	rob′ bing	cut	cut′ ting
rub	rub bing	fret	fret ting
drop	drop ping	shed	shed ding
fan	fan ning	hop	hop ping
nod	nod ding	stop	stop ping
dun	dun ning	fan	fan ning
beg	beg ging	drum	drum ming
quit	quit ting	sup	sup ping
sin	sin ning	war	war ring
ship	ship ping	win	win ning
shut	shut ting	bid	bid ding
sit	sit ting	stir	stir ring
run	run ning	plan	plan ning
pun	pun ning	sun	sunning

EXERCISES FOR WRITING.

The be*gg*ar was sta*bb*ed by the ro*bb*er. He was ru*nn*ing. The maid was fa*nn*ing her mistress. He was begi*nn*ing to learn. The little dru*mm*er sat in the i*nn*er room so*bb*ing. The cra*gg*y rock was overgrown with ivy. The evidence was su*mm*ed up. The prisoner was acqui*tt*ed. He was cu*tt*ing the rigging.

Rule IV. Words ending with two consonants do not double the final consonant when they receive an additional syllable; as,

march	march′ ing	sigh	sigh′ ing
morn	morn ing	ring	ring ing
warn	warn ing	gird	gird ing
turn	turn ing	burn	burn ing
churn	churn ing	think	think ing
mock	mock ing	drink	drink ing
charm	charm ing	fast	fast ing
ford	ford ing	thank	thank ing
rest	rest ing	sing	sing ing
yield	yield ing	pest	pest ing
work	work ing	err	err ing
slight	slight ing	vaunt	vaunt ing
carp	carp ing	fawn	fawn ing
sack	sack ing	mourn	mourn ing
press	press ing	dress	dress ing

EXERCISES FOR WRITING.

The army was marc*h*ing early in the mor*n*ing. The war*n*ing was not heeded. The bells were ringing. The bards were singing. The music was char*m*ing. The laborers were res*t*ing. The man was dressed in mour*n*ing. He was res*t*ing. The boy is drin*k*ing.

RULE V. If a diphthong precede the final consonant, or the last syllable be not accented, the consonant remains single; as,

suit	suit′ ing	boil	boil′ ing
fail	fail ing	view	view ing
oil	oil ing	keep	keep ing
hail	hail ing	learn	learn ing
earn	earn ing	deal	deal ing
reap	reap ing	yield	yield ing
toil	toil ing	leap	leap ing
keep	keep ing	bear	bear ing
soar	soar ing	creep	creep ing
cook	cook ing	feast	feast ing
meet	meet ing	greet	greet ing
look	look ing	seek	seek ing
speed	speed ing	fleet	fleet ing
wail	wail ing	rail	rail ing
lev el	lev el ing	mod el	mod el ing

EXERCISES FOR WRITING.

The farmer was rea*p*ing his grain. The boy was lear*n*ing his lesson. The eagle was soa*r*ing in the air. The dinner was boi*l*ing. The servants were wai*t*ing. The crew were lan*d*ing. They had been toi*l*ing all night. He was leve*l*ing the ground. He was gree*t*ing his friends.

RULE VI. Words ending in E final drop the E before terminations beginning with a vowel.

hope	hop′ ing	rise	ris′ ing
bake	bak ing	ride	rid ing
live	liv ing	prove	prov ing
sue	su ing	praise	prais ing
tune	tun ing	serve	serv ing
come	com ing	judge	judg ing
have	hav ing	love	lov ing
use	us ing	hate	ha ting
place	pla cing	lodge	lodg ing
rule	rul ing	scale	scal ing
shine	shin ing	raze	raz ing
dance	danc ing	force	forc ing
fade	fad ing	give	giv ing
save	sav ing	gaze	gaz ing
graze	graz ing	like	lik ing

EXCEPTIONS. Words ending in CE or GE retain the E before *able*, to preserve the soft sound of C or G; as, change, changeable; peace, peaceable.

EXERCISES FOR WRITING.

The water was rising. The bread was baking. The boy was riding. The flowers were fading. The sun was shining. The cattle were grazing. The soldiers were scaling the walls. A lodging was provided. The girls were dancing. The birds are coming.

RULE VII. The final E is not dropped before terminations beginning with a consonant; as,

life	life′ less	like	like′ ness
force	force less	rude	rude ness
name	name less	pale	pale ness
shame	shame less	base	base ness
guile	guile less	same	same ness
taste	taste less	bare	bare ness
grace	grace less	scarce	scarce ness
sense	sense less	fierce	fierce ness
blame	blame less	hoarse	hoarse ness
care	care less	coarse	coarse ness
guide	guide less	sure	sure ness
cease	cease less	polite	polite ness
base	base less	wake	wake ful
peace	peace ful	waste	waste ful
hate	hate ful	care	care ful
grate	grate ful	dire	dire ful

EXERCISES FOR WRITING.

A lifeless mass. A true likeness. A shameless bard. He is guilty of baseness in his business. A blameless life. He was grateful for the gift. A direful calamity. He was careless of his health. The child was wakeful. He was very careless. The rudeness of the boy was noticed.

RULE VIII. Words ending in Y, preceded by a consonant, change Y into I when a termination is added; as,

mer′ cy	mer′ ci ful	mer′ cies
fan cy	fan ci ful	fan cies
du ty	du ti ful	du ties
boun ty	boun ti ful	boun ties
pit y	pit i ful	pit ies
beauty	beau ti ful	beau ties

EXCEPTIONS. *Dry* and *shy* in their derivations usually retain the Y.

RULE IX. Words ending in Y, preceded by a vowel, retain the Y; as,

play	play′ ing	pray	pray′ ing
say	say ing	joy	joy ing
stay	stay ing	cry	cry ing

EXCEPTIONS.—*Day*, *pay*, *lay*, and *say*, which make in their derivations—*daily*, &c.

Words ending in IE change those letters into Y before *ing;* as, d*ie*, d*y*ing; l*ie*, l*y*ing; v*ie*, v*y*ing.

EXERCISES FOR WRITING.

A merciful man. A dutiful son. A beautiful scene. The beauties of nature. The boys were playing in the field. Daily food.

WORDS PRONOUNCED ALIKE, BUT DIFFERING IN ORTHOGRAPHY AND SIGNIFICATION.

A.

ail, *to feel pain*
ale, *a kind of drink.*
air, *the atmosphere.*
heir, *one who inherits.*
ere, *before.*
e'er, *ever.*
all, *the whole.*
awl, *a sharp instrument.*
al′ tar, *a place for sacrifice.*
al ter, *to change.*
aunt, *a relation.*
ant, *a small insect.*
as sent′, *agreement.*
as cent, *steepness.*
aught, *any thing.*
ought, *obliged by duty.*

EXERCISES FOR WRITING.

What *ails* you? Three different *ales.* The cold *air.* An *heir* to an estate. If *e'er* it happen. *Ere* you go. *All* his goods. A shoemaker's *awl.* *Alter* the shape of the church *altar.* My *aunt* found an *ant's* nest. The *ascent* of a hill. I gave my *assent.* If *aught* prevent us. You *ought* to go.

arc, *part of a circle.*
ark, *a vessel built by Noah.*
a loud′, *with a loud voice.*
al lowed, *did allow.*
aisle, *a passage in a church.*
isle, *an island.*
au′ ger, *an instrument.*
au gur, *one who foretells.*
an ker, *a liquid measure.*
an chor, *of a vessel.*
adds, *increases.*
adze, *a kind of axe.*

B.

bad, *ill.*
bade, *did bid.*

EXERCISES FOR WRITING.

The *arc* of a circle. Noah's *ark*. You will be *allowed* to read *aloud*. The *aisle* of a church. The *isle* of Wight. The carpenter lost his *auger*. The *augur* foretold the event. The ship was held by the *anchor*. The *anker* was well filled. The miser *adds* to his property. The cooper's *adze*. He *bade* the *bad* boy reform.

bail, *surety.*
bale, *a parcel.*
ball, *a round substance.*
bawl, *to cry out.*
bear, *an animal.*
bare, *without covering.*
bark, *the rind of a tree.*
barque, *a small vessel.*
base, *vile.*
bass, *a part in music.*
bay, *a part of the sea.*
bey, *a Turkish officer.*
bell, *a sounding vessel.*
belle, *a fine young lady.*
be, *to exist.*
bee, *an insect.*
beach, *the shore.*
beech, *a kind of tree.*

EXERCISES FOR WRITING.

A *bale* of goods. Out on *bail*. Throw the *ball*. Do not *bawl* so loud. Polar *bear*. *Bare* feet. The *barque* has sailed. The *bark* of a tree. The man sings the *bass*. A *base* act. The *bey* sailed on the *bay*. The *belle* of the village. Ring the *bell*. *Be* quiet. The *bee* stings. The *beech*-tree never grows on the *beach*.

beat, *to strike.*
beet, *a root.*
ber′ ry, *a small fruit*
bur y, *to inter.*
blew, *did blow.*
blue, *a color.*
bough, *a branch.*
bow, *an act of reverence.*
bourn, *a limit.*
borne, *carried.*
bread, *a kind of food.*
bred, *educated*

C.

can′ non, *a great gun.*
can on, *a rule, or law.*
cel lar, *a vault.*
sel ler, *one who sells.*

EXERCISES FOR WRITING.

Beat the carpet. Sugar is made of *beet*-root. *Bury* the *berry* in the garden. The wind *blew* the *blue* flag. The *bough* of a tree. Make a *bow*. He was *borne* away. The *bourn* from which no traveller returns. Bake the *bread*. Well-*bred* children. The *canons* of the church. Fire the *cannons*. The *seller* of rags lived in a *cellar*.

ces′ sion, *a giving up.*
ses sion, *a sitting.*
col lar, *for the neck*
chol er, *anger.*
coarse, *not fine.*
course, *way, direction.*
creak, *to make a noise.*
creek, *a small inlet.*
ceil′ ing, *a covering.*
seal ing, *setting a seal.*
clause, *part of a sentence.*
claws, *the nails of animals.*
cite, *to summon.*
sight, *the act of seeing.*
site, *situation.*
climb, *to mount.*
clime, *climate.*

EXERCISES FOR WRITING.

A *session* of parliament. The *cession* of a province. His *choler* rose. The *collar* of a coat. The traveller pursued his *course*. He bought *coarse* cloth. The door *creaks*. The coast has many *creeks*. He used *sealing*-wax. The *ceiling* of a room. Eagle's *claws*. A *clause* in a will. I had a *sight* of the *site* for the house. I will *cite* him to appear. *Climb* the tree. Eastern *climes*.

cruise, *to sail up and down.*
crews, *ships' company.*
cyg′ net, *a young swan.*
sig net, *a seal.*
com′ pli ment, *expression of civility.*
com ple ment, *full number.*
coun cil, *an assembly.*
coun sel, *advice.*
cru el, *barbarous.*
crew el, *worsted.*
cous in, *a relation.*
coz en, *to cheat.*

D.

dear, *beloved, costly.*
deer, *an animal.*
due, *owing.*
dew, *vapor.*

EXERCISES FOR WRITING.

During the *cruise*, the *crews* mutinied. A *cygnet* can swim. A *signet* ring. Give my *compliments*. A full *complement* of men. The *council* adjourned. His *counsel* was followed. His acts were *cruel*. The lady worked on *crewel*. His *cousin* tried to *cozen* us. My *dear* son. He shot a *deer*. The money is *due*. The *dew* is on the grass.

done, *performed.*
dun, *brown color.*
deign, *to condescend.*
Dane, *a native of Denmark.*
die, *to expire.*
dye, *color.*
doe, *a female deer.*
dough, *unbaked paste.*
dost, *thou doest.*
dust, *fine earth.*
draft, *a bill of exchange.*
draught, *of water.*

F.

feat, *an exploit.*
feet, *the plural of* foot.
faint, *languid.*
feint, *a pretence.*

EXERCISES FOR WRITING.

Well *done.* It was baked to a *dun* color. The *Dane* would not *deign* to speak. I fear he will *die. Dye* the cloth. Bake the *dough. Doe,* an animal. *Dost* thou know that he was covered with *dust?* A *draft* on a banker. A *draught* of water. He performed a *feat* by jumping three *feet.* He made a *feint* of being *faint.*

fare, *food.*
fair, *handsome.*
flew, *did fly.*
flue, *a pipe.*
flour, *ground wheat.*
flow′ er, *the blossom of a plant.*
fore, *in front.*
four, *in number.*
fowl, *a bird.*
foul, *filthy.*
flea, *an insect.*
flee, *to run away.*

G.

grate, *made of bars.*
great, *large.*
guilt, *crime.*
gilt, *adorned with gold.*

EXERCISES FOR WRITING.

Coarse *fare.* A *fair* lady. The bird *flew* up the *flue* of the chimney. *Flour* is made of wheat. *Flowers* are fragrant. The wagon has *four* wheels. The *fore* wheels were broken. Carve the *fowl. Foul* weather. *Flee* away and be at rest. A *flea* bit the dog. The fire *grate* in the *great* room. The prisoner's *guilt.* A *gilt* frame.

gait, *manner of walking*
gate, *door*, or *entrance.*
grease, *melted fat.*
Greece, *a country.*
groan, *to sigh.*
grown, *increased.*
guessed, *conjectured.*
guest, *one entertained in a house.*

H.

hair, *of the head.*
hare, *an animal.*
hall, *a large room.*
haul, *to pull*, or *drag.*
hart, *an animal.*
heart, *the seat of life.*
hale, *of sound health.*
hail, *frozen rain.*

EXERCISES FOR WRITING.

An iron *gate.* A shuffling *gait.* The history of *Greece.* Soap is sometimes made of *grease.* A deep *groan.* The tree is *grown.* I *guessed* he was your *guest.* He caught a *hare.* His *hair* was white. *Haul* the net. He is in the *hall.* A *hart* darted into the *heart* of the forest. A *hale*, hearty man. *A hail*-storm.

heal, *to cure.*
heel, *part of the foot.*
hear, *to hearken.*
here, *in this place.*
high′ er, *more high.*
hire, *wages.*
him, *objective of* he.
hymn, *a divine song.*
hole, *a cavity.*
whole, *all, the entire.*
hoard, *to amass.*
horde, *a wandering tribe.*
hour, *sixty minutes.*
our, *belonging to us.*

I.

in dict′ *to accuse.*
in dite, *to compose.*

EXERCISES FOR WRITING.

Can he *heal* a wound on the *heel?* Come *here.* Do you *hear?* He works for *hire.* A *higher* wall. Tell *him* to sing a *hymn.* The *whole* day. Dig a *hole.* He *hoards* his money. *Hordes* of barbarians. Stay an *hour* in *our* house. He was *indicted.* He can *indite* a poem.

inn, *a hotel.*
in, *within.*

K.

key, *for a lock.*
quay, *a wharf.*
knead, *to work dough.*
need, *want.*
knave, *a rogue,*
nave, *a part of a wheel.*
kill, *to deprive of life.*
kiln, *a large stove.*
knew, *did know.*
new, *novel, fresh.*
knight, *a title of honor.*
night, *time of darkness.*
knot, *a tie, a difficulty.*
not, *a word of denial.*

EXERCISES FOR WRITING.

In great haste he arrived at the *inn.* I lost a *key* walking on the *quay.* You *need* not *knead* the dough. The *knave* broke the *nave* of the wheel. They will *kill* him. A brick *kiln.* I *knew it.* A *new* coat. The *knight* came in the *night.* He could *not* untie the *knot.*

know, *to understand.*
no, *not any.*

L.

lain, *past participle of* lie.
lane, *a narrow path.*
lead, *a kind of metal.*
led, *conducted.*
leak, *to run out.*
leek, *a kind of onion.*
lief, *willingly.*
leaf, *of a tree.*
li′ ar, *one who tells lies.*
lyre, *a harp.*
lo, *behold.*
low, *not high.*
loan, *any thing lent.*
lone, *solitary, alone.*

EXERCISES FOR WRITING.

No, sir. I *know* it. The horse had *lain* down in the *lane*. He was *led* by the *lead* mines. The vessel *leaks*. *Leeks* grow in the garden. I would as *lief* as not. A willow *leaf*. He is a *liar*. Strike the *lyre*. *Lo*, how *low* he descends! A *lone* man. *Loan* him a hat.

les sen, *to make less.*
les son, *a task.*

M.

made, *finished.*
maid, *a girl*, or *maiden.*
male, *the masculine kind.*
mail, *a bag for letters.*
mane, *the hair on the neck of a horse.*
main, *strength, force.*
mar′ shal, *the highest rank in an army*
mar tial, *warlike.*
mead, *meadow.*
meed, *praise.*
meat, *food.*
meet, *to come together.*
mean, *low.*
mien, *air, look.*

EXERCISES FOR WRITING.

I will *lessen* his *lesson*. The *maid made* the tart. A *mail*-coach with two *male* passengers. The *mane* of a horse. With all his might and *main*. The *marshal* had a *martial* look. The flowery *mead*. His *meed* of praise. Carve the *meat*. Where shall I *meet* you? What do you *mean?* A noble *mien*.

maize, *Indian corn.*
maze, *an intricate place.*
might, *strength.*
mite, *any small thing.*
moan, *to lament.*
mown, *cut down.*
more, *in quantity.*
mow′ er, *one who mows.*
mi ner, *one who digs.*
mi nor, *under age.*
mare, *a female horse.*
may or, *chief magistrate.*

N.

nay, *not so.*
neigh, *the voice of a horse.*

EXERCISES FOR WRITING.

The *maize* grew in the *maze.* I *might* have come. The widow's *mite.* I heard him *moan.* The grass is *mown.* The *mower* mowed *more* grass. *Minors* are not of age. *Miners* work in mines. The *mayor* rode a white *mare.* Horses *neigh.* Do not say *nay.*

O.

oar, *to row with.*
ore, *a mineral.*
o'er, for *over.*
one, *in number.*
won, *did win.*
ode, *a poem*, or *song.*
owed, *was indebted.*

P.

pail, *a wooden vessel.*
pale, *white.*
pane, *a square of glass.*
pain, *suffering.*
pair, *a couple.*
pare, *to cut thinly.*
pear, *a fruit.*
peak, *the top.*
pique, *a grudge.*

EXERCISES FOR WRITING.

He lost his *oar* rowing *o'er* the lake. Copper *ore.* They *won one* battle. Recite the *ode.* He *owed* money. A *pail* of milk. A *pale* face. Acute *pain.* A *pane* of glass. You cannot *pare* a *pear* with a *pair* of scissors. The *peak* of Teneriffe. They *pique* themselves on this.

peer, *an equal, a nobleman.*
pier, *post of a bridge.*
place, *locality.*
plaice, *a kind of fish.*
plane, *a tool.*
plain, *smooth, level.*
pole, *a long staff.*
poll, *the head.*
paws, *feet of animals.*
pause, *a stop.*
peal, *a loud sound.*
peel, *rind,* or *skin.*
pray, *to beseech.*
prey, *booty.*
profit, *gain.*
prophet, *one who foretells.*
plum, *a kind of fruit.*
plumb, *a leaden weight.*

EXERCISES FOR WRITING.

A British *peer* built a *pier*. Taste this *plaice*. A pretty *place*. A *plain* statement. A carpenter's *plane*. A *peal* of bells. Orange *peel*. He *prays* daily. A bird of *prey*. He deserved *praise*. *Profit* by good advice. A false *prophet*.

pore, *small passage.*
pour, *to empty out liquor.*
peace, *quiet, rest.*
piece, *a portion.*
please, *to give pleasure.*
pleas, *pleadings.*
plait, *to fold.*
plate, *a dish.*

R.

rain, *water from the clouds.*
reign, *to rule.*
rein, *part of a bridle.*
raise, *to lift up.*
rays, *beams of light.*
raze, *to level with the ground.*

EXERCISES FOR WRITING.

He *pours* out water. The *pores* of the body. A *piece* of cloth. First in war and *peace*. A silver *plate*. She *plaits* the linen finely. The *rain* fell. Hold the *rein* tight. The *reign* of terror. The sun's *rays*. *Raise* him gently. They intended to *raze* the city.

rite, *ceremony.*
right, *just.*
wright, *a workman.*
write, *to make letters.*
ring, *a circle.*
wring, *to twist.*
rap, *to strike.*
wrap, *to roll together.*
rye, *a kind of grain.*
wry, *crooked.*
rung, *did ring.*
wrung, *twisted.*
rough, *not smooth.*
ruff, *an article of dress.*
read, *did read.*
red, *a color.*

EXERCISES FOR WRITING.

The *rites* of the church. The *rights* of freemen. The mill-*wright* cannot *write.* A gold *ring.* They *wring* their hands. A *rap* at the door. *Wrap* yourself up. A field of *rye.* *Wry* faces. *Rough* stones. A lace *ruff.* The boy *read* too fast. He had a *red* apple.

reek, *smoke, vapor.*
wreak, *to execute vengeance.*
roar, *to make a loud noise.*
row′ er, *one who rows.*
rote, *frequent repetition of words.*
wrote, *did write.*

S.

seen, *beheld.*
scene, *a view.*
sew, *to use a needle.*
sow, *to scatter.*
so, *thus, in this manner.*
sleight, *dexterity.*
slight, *trivial, small.*
soul, *the spirit.*
sole, *the bottom of the foot.*
steal, *to take by theft.*
steel, *hardened iron.*

EXERCISES FOR WRITING.

The *rower* was frightened at the *roar* of the sea. The boy learned his lesson by *rote*, and then *wrote* a copy. Have you *seen* him? A beautiful *scene*. *Sow* the seed. *Sew* the linen *so*. *Sleight* of hand. A *slight* hurt. The *sole* of his shoe. The *soul* of a good man. Do not *steal*. A *steel* knife.

stare, *to look with wonder.*
stair, *a step.*
see, *to behold.*
sea, *the ocean.*
stake, *a post.*
steak, *a slice of meat.*
straight, *right, direct.*
strait, *a narrow passage.*
stile, *steps.*
style, *manner of writing.*
some, *part of any whole.*
sum, *the amount.*

T.

tacks, *small nails.*
tax, *a rate.*

EXERCISES FOR WRITING.

Do not *stare.* The lowest *stair.* *See* the blue *sea.* A beef-*steak.* The *stake* was made of wood. A *straight* line. The *strait* of Magellan. Jump over the *stile.* A *style* of writing. Give me *some* idea of the *sum* total. Give me two *tacks.* The income *tax.*

tale, *a story.*
tail, *the extremity.*
tear, *water from the eye.*
tier, *a row, a rank.*
team, *a yoke of oxen.*
teem, *to produce.*
their, *belonging to them.*
there, *in that place.*
threw, *did throw.*
through, *from one end to the other.*
toe, *part of the foot.*
tow, *coarse part of flax.*
time, *measure of duration.*
thyme, *a kind of plant.*
to, *unto, towards.*
too, *also, overmuch.*
two, *twice one.*

EXERCISES FOR WRITING.

A sad *tale*. The *tail* of a horse. He shed a *tear*. The upper *tier* of boxes. A *team* of oxen. The villages *teem* with inhabitants. They left *their* carriages *there*. He *threw* himself down, and slept *through* the night. He put a piece of *tow* cloth over his *toe*. The *thyme* grows in a short *time*. Come *to* me. We are *too* late. *Two* apples.

tide, *rising and falling of the sea.*
tied, *bound.*
tare, *a weed, an allowance in weight.*
tear, *to rend.*

V.

vain, *empty, false.*
vane, *a weathercock.*
vein, *a blood-vessel.*
vale, *a valley.*
veil, *covering.*

W.

way, *road, course.*
weigh, *to try the weight.*
weak, *feeble.*
week, *the space of seven days.*
wain, *a wagon.*
wane, *to grow less.*

EXERCISES FOR WRITING.

The *tide* rose. His hands were *tied.* He *tears* his clothes in pulling up the *tares.* The physician opened a *vein.* He was a *vain* man. The *vane* points south. The *vale* of Tempé. A silk *veil.* *Weigh* the goods. Come this *way.* I felt *weak* last *week.*

GEOGRAPHICAL NAMES.

Af′ ri ca
Al a ba′ ma
Al′ ba ny
Al giers′
Al′ le gha ny
Am boy
A mer′ i ca
Am′ herst
Am ster dam
An do ver
An dros cog′ gin
An nap′ o lis
Ant′ werp
Ap en nines
A ra′ bi a
Ar′ a rat
Ar kan′ sas
A′ si a
Au gus′ ta
Aus′ tri a
Ba′ den
Bai kal
Ba lize′
Bal′ tic
Bal ti more
Ban ca
Ban′ gor
Bar ba ry
Bar re
Ba ta′ vi a
Bel′ fast
Bel gi um
Ben gal′
Ben′ ning ton
Berk shire
Ber lin
Ber mu′ das
Bev′ er ly
Bir ming ham
Bis cay
Bo he′ mi a
Bom bay′
Bos′ ton
Bra zil′
Brem′ en
Bridge wa ter
Brigh ton
Bris tol
Brook lyn
Bruns wick
Brus sels
Buf fa lo

Bur′ gun dy	Con nect′ i cut
Bur ling ton	Co pen ha′ gen
Cal cut′ ta	Cor′ inth
Cal i for′ ni a	Cor si ca
Cam′ bridge	Da mas′ cus
Cam den	Dan′ ube
Can a da	Da ri en
Car pa′ thi an	Dart mouth
Car tha ge′ na	Del a ware
Cas′ pi an	De troit′
Cas tine′	Dor′ ches ter
Cats′ kill	Dub lin
Charles ton	Eas ton
Charl ton	E gypt
Chat ham	Eng land
Chelms ford	E rie
Chel sea	Eu rope
Ches a peake	Gal ves ton
Chi ca′ go	Gan ges
Chick a pee′	Gen e see′
Chi′ le	Ge ne′ va
Chil li co′ the	Geor′ gi a
Chim bo ra zo	Ger ma ny
Chi′ na	Gib ral′ tar
Chit ten den	Glas′ gow
Cole raine′	Got ten burg
Co lum′ bi a	Green land
Con′ cord	Hal i fax

Ham′ burgh	Ir ra wad′ dy
Hamp shire	Is′ pa han
Han o ver	Il li nois′
Har ris burg	In ver ness
Hart ford	Jaf′ fa
Hat te ras	Ja va
Heb ri des	Jed do
Hen lo′ pen	Jer sey
Hol′ land	Jes so
Hu ron	Jor dan
Hum ber	Ju ra
Hun ga ry	Jut land
Hud son	Ja mai′ ca
Hot ten tots	Ja nei ro
Ho hen lin′ den	Je ru sa lem
Hou sa ton ic	Kas kas ki a
Hon du′ ras	Ka tah din
His pan i o′ la	Ken tuck y
Ice′ land	Kil lar ney
In dies	Kil mar nock
In dus	Ken ne bec′
Ips wich	Ken ne bunk
Ire land	Kil dare
Ith a ca	Kin ross
It a ly	Lab ra dor′
Iv i ca	Lan′ cas ter
In di a	Lap land
In di an′ a	Leb a non

Le′ high
Leices ter *(Les ter)*
Leom in ster
Le vant′
Lex′ ing ton
Li be′ ri a
Li′ ma
Lim er ick
Lin coln
Lis bon
Litch field
Liv er pool
Lom bar dy
Lon don
Lon don der′ ry
Lou′ is burg
Lou is i an′ a
Lou′ is ville
Low ell
Lu beck
Lu cerne′
Lu nen burg
Ma chi′ as
Mad a gas′ car
Mad a was ca
Mad′ i son
Maine
Mal a bar′
Ma lac′ ca
Mal′ a ga
Mal den
Mal ta
Man ches ter
Ma nil′ la
Man′ tu a
Mar ble head′
Ma ren′ go
Mar i a′ na
Ma ri et ta
Ma′ ry land
Mas sa chu′ setts
Mat a mo ras
Ma tan′ zas
Mays′ ville
Maz at lan′
Mec′ ca
Meck len burg
Med i ter ra′ ne an
Mer′ ri mac
Mer sey
Mex i co
Mi am′ i
Mich i gan′
Mid′ dle bor ough
Mid dle bu ry
Mid dle town

Mil wau′ kie
Mis sis sip′ pi
Mis so lon ghi
Mis sou′ ri
Mo bile′
Mont pe′ li er
Mont re al′
Na hant′
Nan tuck et
Na′ ples
Nash u a
Nash ville
Natch ez
New ark
New bern
New bu ry
New bu ry port
New cas′ tle
New′ found land
New Gre na′ da
New Hamp′ shire
New Ha′ ven
New Jer sey
New′ mar ket
New Or′ le ans
New′ port
New York′
New Zea′ land
Ni ag′ a ra
North amp′ ton
North Car o li′ na
Nor′ way
Nor wich
No′ va Sco′ ti a
No′ va Zem′ bla
Og′ dens burg
O hi′ o
On ta ri o
Or′ e gon
O ri no′ co
Os we′ go
O we go
Ox′ ford
Pa ler′ mo
Pal′ es tine
Pal my′ ra
Pa′ lo Al′ to
Pam′ li co
Pan a ma′
Par′ is
Par nas′ sus
Pas ca gou′ la
Pas sa′ ic
Pas sa ma quod′ dy
Pat a go′ ni a
Pat′ ter son

Paw tuck′ et
Penn syl va′ ni a
Pe nob′ scot
Pen sa co′ la
Per nam bu′ co
Pe ru′
Pe′ ters burg
Phil a del′ phi a
Pitts′ burg
Plym outh
Port land
Ports mouth
Port u gal
Po to′ mac
Prov′ i dence
Pyr e nees
Que bec′
Ra′ leigh
Rar i tan
Read′ ing
Re ho′ both
Rhode Is′ land
Rich′ mond
Ro an oke′
Roch′ es ter
Rot ter dam
Rox bu ry
Rut land

St. Au gus tine′
St. He le′ na
St. Law′ rence
St. Lou′ is
Sa′ lem
Sand wich
Sar a to′ ga
Sa van′ nah
Sax′ o ny
Sci o′ to
Scot′ land
Si be′ ri a
Sic′ i ly
Smyr na
Som er set
South Car o li′ na
Spitz berg′ en
Steu′ ben ville
Stock holm
Ston ing ton
Su ma′ tra
Sur i nam′
Sus que han′ na
Swe′ den
Swit zer land
Tal la has′ see
Tal la poo sa
Tar′ ta ry

Taun′ ton
Ten e riffe
Ten nes see′
Thom′ as ton
To ron′ to
Trip′ o li
Tu nis
Tur key
U nit′ ed States
Val pa rai′ so
Van cou′ ver
Vicks′ burg
War saw
War′ wick
Wash ing ton
Wa ter ville
West min ster
West pha′ li a
Win′ ches ter
Wind sor
Wis cas′ set
Wis con sin
Worces′ ter
Yar′ mouth
Zea land

PROPER NAMES OF PERSONS.

MEN'S NAMES.

Aa′ ron
A bel
A bi′ el
A bi jah
Ab′ ner
Ad am
A′ bra ham
A dol′ phus
Al′ bert
Al ex an′ der
Al′ fred
Al phe′ us
A′ mos
Am′ a sa
Am brose
An drew
An tho ny
Ar te mas
A pol′ los
Ar′ thur

A′ sa	E le a′ zar
A saph	E li′ ab
Ash er	E li a kim
Au gus′ tus	E li as
Az a ri′ ah	E li hu
Bar′ na bas	E li jah
Bar zil′ la i	E li sha
Be′ la	E li pha let
Ben ja min	E′ noch
Ben e dict	E nos
Be no′ ni	E phra im
Be ri ah	E ras′ tus
Be thu el	E′ than
Ca′ leb	Eu gene′
Cal vin	E ze′ ki el
Ca mil′ lus	Ez′ ra
Ce′ phas	Fer′ di nand
Charles	Fran′ cis
Chris′ to pher	Fred er ic
Clem ent	George
Cy rus	Ger′ shom
Dan i el	Greg o ry
Da ri′ us	Gid e on
Da′ vid	Gil bert
Eb en e′ zer	Gus ta′ vus
Ed′ mund	Hen′ ry
Ed ward	Her mon
Eg bert	Hez e ki′ ah

Hi′ ram	Jon′ a than
Hor ace	Jo seph
Ho ra′ ti o	Josh u a
Ho se a	Jo si′ ah
Hugh	Ju′ li us
Hum′ phrey	Laz a rus
Ich′ a bod	Lau rens
Ig na′ ti us	Leb be′ us
I′ ra	Lem′ u el
I saac	Le vi
Is′ ra el	Lew is
Ja cob	Lloyd
Ja bez	Lo am′ mi
Jai rus	Lu′ ci us
James	Luke
Ja′ red	Lu′ ther
Ja son	Ma no′ ah
Jed e di′ ah	Mar′ cus
Jeph′ thah	Mark
Jer e mi′ ah	Mar′ tin
Jer′ e my	Ma son
Jer ome	Mat thew
Jes se	Mat thi′ as
Je thro	Mi′ cah
Jo el	Mi cha el
John	Mo ses
Jo′ nah	Na hum
Jo nas	Nar cis′ sus

Na′ than
Na than′ i el
Ne he mi′ ah
Nich′ o las
No ah
O bed
Oc ta′ vi us
Ol′ i ver
O tis
Pat′ rick
Paul
Pe′ leg
Pe rez
Pe ter
Phi lan′ der
Phil′ ip
Phi lo
Phin e as
Phi le′ mon
Ralph
Reu′ ben
Reu el
Rho dol′ phus
Rich′ ard
Rob ert
Row land
Ru fus
Roy′ al
Sal mon
Sam son
Sam u el
Saul
Seth
Si′ las
Si mon
Sim e on
Sol o mon
Ste phen
Syl va′ nus
Syl ves ter
Thad de us
The′ o dore
The oph′ i lus
Thom′ as
Tim o thy
Ti tus
U ri′ ah
Wal′ ter
Will iam
Zab di el
Zach a ri′ ah
Zac che′ us
Zach′ a ry
Zeph a ni′ ah

WOMEN'S NAMES.

Ab′ i gail	Hel′ en
Al ice	Hen ri et′ ta
A man′ da	Is a bel la
A me li a	Jane
An′ na	Ju′ lia
Anne	La vin′ i a
Au gus′ ta	Lau′ ra
Car′ o line	Lou i′ sa
Cath a rine	Lu cin da
Char lotte	Lu cre ti a
Chris ti′ na	Lu′ cy
Clar′ is sa	Lyd′ i a
Clem en ti′ na	Mar′ ga ret
Cor ne′ li a	Ma ry
El′ ea nor	Mar tha
E liz′ a beth	Nan cy
Em′ ma	Ra chel
Eu nice	Re bec′ ca
Fran ces	Sa′ rah
Han nah	So phi′ a
Har ri et	Su′ san

NAMES OF THE MONTHS.

1. Jan′ u a ry	4. A′ pril
2. Feb ru a ry	5. May
3. March	6. June

7. Ju ly′
8. Au′ gust
9. Sep tem′ ber
10. Oc to′ ber
11. No vem′ ber
12. De cem′ ber

NAMES OF THE DAYS.

1. Sun′ day
2. Mon day
3. Tues day
4. Wednes day
5. Thurs′ day
6. Fri day
7. Sat ur day

NAMES OF ANIMALS.

Buf′ fa lo
Badg er
Bear
Goat
An te lope
Bea ver
Gi raffe′
Mar′ mot
Wolf
Rac coon′
O pos′ sum
Al′ li ga tor
Rat tle snake
Squir rel
Rein′ deer
Leop′ ard
Pan ther
Por′ cu̇ pine
Hip po pot′ a mus
Rhi noc′ e ros
Buz′ zard
Os trich
Ea gle
Pel i can
Tur key
Vul ture
Con dor
Hawk

El′ e phant	Owl
Ti ger	Pheas′ ant
Li on	Cuc koo
Ze bra	Wood peck er
Mag pie	Grouse
Tit mouse	Mag′ pie
Bul finch	Swal low
Her on	Gull
Pidg eon	Goose
Cor mo rant	Ma caw′

ABBREVIATIONS.

A. B.	Bachelor of arts.
A. M.	Master of arts.
A. C.	Before the Christian era.
A. D.	In the year of our Lord.
A. M.	In the year of the world.
A. U. C.	From the building of the city.
B. D.	Bachelor of divinity.
B. M.	Bachelor of medicine.
C. Cent.	A hundred.
D. D.	Doctor of divinity.
e. g.	For example.
Ibid.	In the same place.
Id.	The same (author.)
i. e.	That is.
Incog.	Unknown, concealed.

J. H. S.	Jesus the Savior of men.
LL. D.	Doctor of laws.
L. S.	The place of the seal.
Lib.	Book.
M. D.	Doctor of medicine.
N. B.	Note well; take notice.
Nem. con.	No one opposing it.
Per cent.	By the hundred.
P. M.	In the afternoon.
Prox.	Next (month or term.)
P. S.	Postscript (written after.)
Ult.	In the last (month.)
Vid.	See thou; refer to.
Viz.	To wit; namely.
&c.	And the rest, and so forth.
Acct.	Account.
Apr.	April.
Anon.	Anonymous.
Aug.	August.
B. A.	Bachelor of arts.
Bart.	Baronet.
Bbl.	Barrel.
Bp.	Bishop.
Capt.	Captain.
Chap.	Chapter.
Co.	County *or* Company.
Col.	Colonel.
Cr.	Creditor.

Dec.	December.
Dr.	Debtor *or* Doctor.
Do.	Ditto; the same.
E.	East.
Esq.	Esquire.
F. R. S.	Fellow of the Royal Society.
F. A. S.	Fellow of the Antiquarian Society.
F. S. A.	Fellow of the Society of Arts.
Feb.	February.
Gent.	Gentleman.
Gen.	General.
Gov.	Governor.
Hhd.	Hogshead.
Hon.	Honorable.
Inst.	Instant, present month.
Jan.	January.
Jr.	Junior.
Knt.	Knight.
Lat.	Latitude.
Lieut.	Lieutenant.
Lon.	Longitude.
Messrs.	Gentlemen.
M. C.	Member of congress.
Mr.	Master, (*Mister.*)
Mrs.	Mistress.
MS.	Manuscript.
MSS.	Manuscripts.

N. S.	New style, (1752.)
N.	North.
Nov.	November.
No.	Number.
O. S.	Old Style.
8vo.	Octavo.
Oct.	October.
oz.	Ounce.
Pres.	President.
Prof.	Professor.
4to.	Quarto.
Rep.	Representative.
Rev.	Reverend.
Sec.	Secretary.
Sen.	Senior.
S.	South.
Sept.	September.
St.	Saint.
U. S. A.	United States of America.
W.	West.

RULES FOR THE USE OF CAPITAL LETTERS.

1. The first letter of the first word of every sentence, and after every full stop, should begin with a capital; as, "John walks." "What do you want?"

2. The first letter of every line in poetry should begin with a capital; as,

"These are thy works, Parent of Good,
Almighty! thine this universal frame,
Thus wondrous fair! Thyself how wondrous then!"

3. Proper names should begin with capitals; as, "I saw William and Francis." "Washington is the capital of the United States of America."

4. Qualities personified should begin with capitals; as, "Hence, loathed Melancholy."

5. Every appellation of the Deity should begin with a capital; as, "The Lord Jehovah reigns."

6. The pronoun *I*, and the interjection *O!* should always be capitals.

7. Titles of honor and respect, when followed by names, should be distinguished by capitals; as, "The Governor of Ohio." When no name follows a title, it need not be written with a capital; as, "The governor spoke to the president."

8. Nouns denoting a religious sect should begin with a capital; as, a Friend, a Calvinist, a Baptist, a Unitarian, a

Methodist, a Universalist, an Episcopalian, &c.

9. The principal words in the titles of books should begin with capitals; as, Pope's "Essay on Man."

EXERCISES FOR WRITING.

Boston is the capital of Massachusetts. Cincinnati is on the Ohio. St. Louis is a beautiful and flourishing city on the Mississippi. When we were at New York, last June, many vessels arrived there from England and France. Columbus discovered America. The Great Britain steamship stranded on the coast of Ireland. Put your trust in God. The Creator and Ruler of the world. The "Messiah," was written by Klopstock, a German poet. Titus, the Roman emperor, who took Jerusalem, was styled "The Delight of Mankind." The Pyrenees divide France from Spain. Virginia was settled A. D. 1607. Boston is supplied with water from Lake Cochituate. The Declaration of Independence was written by Thomas Jefferson. Great Britain comprises England, Scotland, and Wales.

POINTS OR MARKS USED IN WRITING.

Comma	,	Hyphen	-
Semicolon	;	Paragraph	¶
Colon	:	Quotation	“ ”
Period	.	Index	☞
Interrogation	?	Section	§
Exclamation	!	Asterisk	*
Apostrophe	’	Obelisk	†
Dash	—	Parallels	‖
Parenthesis	( )	Ellipsis	* * *
Brackets	[ ]	Diæresis	..
Caret	∧		

COMMA (,)

The Comma is used to mark off certain clauses in sentences.

SEMICOLON (;)

The Semicolon is used to mark off those parts of a sentence which require to be more distinctly separated than by a comma.

COLON (:)

The Colon is used to mark off those parts of a sentence which require to be more distinctly separated than by a semicolon.

PERIOD (.)

The Period is used at the end of a sentence, and shows that its sense is complete. It is also used after abbreviations and contractions

INTERROGATION (?)

The Note of Interrogation is used in asking a question.

APOSTROPHE (')

The Apostrophe denotes the omission of one or more letters; as, *lov'd*, loved. It also marks the possessive case; as, *a boy's hat.*

EXCLAMATION (!)

The Note of Exclamation is placed after expressions of sudden emotion or strong feeling.

DASH (—)

The Dash is used where the sentence is left unfinished, and where there is a sudden change of the sentiment.

PARENTHESIS ( )

The Parenthesis is used to include something explanatory or incidentally introduced.

BRACKETS [ ]

Brackets are used for the same purpose as the parenthesis.

CARET (‸)

The Caret is used to show that a letter or word has been accidentally omitted in writing; as, *co*‸*mence.* (*m* written above the caret)

HYPHEN (-)

The Hyphen is used to connect compound words, and is placed after a syllable ending a line, to show that the remainder of the word begins the next line.

PARAGRAPH (¶)

The Paragraph is used in the Bible to denote the beginning of a new subject.

QUOTATION (" ")

The Quotation is used to signify that the words so marked are taken from some other author.

INDEX (☞)

The Index is used to show that special attention is required.

SECTION (§)

The Section is used to mark the smaller divisions of a discourse.

ASTERISK, OR STAR (*)

The Asterisk, or Star, refers to something in the margin or at the bottom of the page.

OBELISK (†) AND PARALLELS (‖)

The Obelisk and Parallels are used for references, the same as the asterisk.

ELLIPSIS (* * *)

The Ellipsis is used to denote the omission of some letters or words; as, *T******s*, Thomas.

DIÆRESIS (¨)

The Diæresis, placed over the latter of two vowels, shows that both of them are sounded; as, *coöperate*.

ROMAN NOTATION.

The Romans counted up to *three* by single marks, supposed to represent the

fingers of the hand: thus, I. stood for one; II. for two; and III. for three.

A smaller figure placed to the *left* of a larger is meant to be subtracted from it; thus IV. means I. (one) subtracted from V. (five;) that is, IV.

V. stands for five. It represents the five fingers of the hand, and was originally written thus, ; afterwards, the middle fingers were left out, and the figure stood V.

A smaller figure placed to the *right* of a larger is meant to be *added* to it; thus VI., VII., and VIII. stand, respectively, for six, seven, and eight; that is, five and one, five and two, and five and three.

IX. stands for nine; that is, I. (one) from X. (ten.)

X. stands for ten. It represents two fives placed vertically; thus, $\overset{V}{\Lambda}$.

XI., XII., XIII., eleven, twelve, thirteen; that is, ten and one, ten and two, ten and three.

XIV., fourteen; that is, ten and (one from five) four.

XV., fifteen; that is, five *added* to ten.

XVI., XVII., XVIII., XIX., sixteen, seventeen, eighteen, and nineteen.

XX., twenty; that is, two tens.

XXI., XXII., &c., twenty-one, twenty-two, &c.

XXX., thirty; that is, three tens.

XL., forty; that is, ten from fifty.

L., fifty. This letter stands for fifty, as being the half of one hundred. The Romans expressed one hundred by C., the initial of *Centum*, (the Latin for a hundred.) In many manuscripts the letter C is found in this form, E. A horizontal line drawn across it gives the lower half, L; and hence the application.

LX., sixty; that is, fifty and ten.

LXX., seventy; fifty and two tens.

LXXX., eighty; fifty and three tens.

XC., ninety; that is, ten *from* one hundred.

C., one hundred, (*Centum.*)

CC., two hundred.

CCC., three hundred.

CCCC., or CD., four hundred.

D., five hundred. This letter stands in the same relation to a thousand that L (fifty) does to C (one hundred;) that is, it represents the half of a thousand. The

initial letter M, of *Mille*, a thousand, was used to represent that number. An ancient form of this letter is CƆ. A line drawn vertically through this letter, leaves, on the right hand side, a D.; and hence its application.

DC., six hundred.
DCC., seven hundred.
DCCC., eight hundred.
DCCCC., nine hundred
M., a thousand.

EXERCISES FOR WRITING.

Express the following sums in Roman numerals: —

One thousand eight hundred and forty-eight. Twelve hundred and forty-two. Six hundred and forty-two. Eighty-four. Nine hundred and forty-four. Fourteen hundred and fifty-three. Two hundred and nine. Four hundred and fifty-six. Eighteen hundred and forty-nine. One thousand six hundred and twelve. Three hundred and forty-three. Eleven hundred and fourteen. One thousand and sixty-six. Thirteen thousand seven hundred and twenty-seven. Ten thousand six hundred and fifty-four.

SWAN'S SCHOOL READERS.

THE PRIMARY SCHOOL READER, PART I.,

Which is intended for beginners. It contains a lesson upon each of the Elementary Sounds in the language, Exercises in Syllabication, and a few simple, interesting Stories for children; and is designed to aid the teacher in laying the foundation for an accurate and distinct articulation.

THE PRIMARY SCHOOL READER, PART II.,

Contains Exercises in Articulation, arranged in connection with easy Reading Lessons. The utility of this arrangement will be obvious to every experienced teacher, as it will tend to secure daily attention to this important subject.

THE PRIMARY SCHOOL READER, PART III.,

Is designed for the First Class in Primary Schools, and for the Lowest Class in Grammar Schools — thus enabling the pupil to review his studies after entering the Grammar School.

THE GRAMMAR SCHOOL READER

Is designed for the Middle Classes in Grammar Schools. It contains Exercises in Articulation, arranged in connection with Reading Lessons.

THE DISTRICT SCHOOL READER

Is designed for the Highest Classes in Public and Private Schools. It contains Exercises in Articulation, Pauses, Inflections of the Voice, &c., with such Rules and Suggestions as are deemed useful to the learner. It also contains a complete Glossary of the classical allusions which occur in the Reading Lessons.

THE YOUNG LADIES' READER

Is designed for the Highest Classes in Female Schools. It contains a Treatise upon Elocution, and selections for reading, in prose and verse. The book was compiled with special reference to the wants of Female Schools.

THE INTRODUCTION TO THE INSTRUCTIVE READER

Is designed for Primary and Intermediate Schools.

THE INSTRUCTIVE READER

Is designed, as its title indicates, to impart useful instruction while the pupil is learning to read.

RECOMMENDATIONS.

Numerous recommendations, from teachers and friends of education, are in the hands of the Publishers, among which are the following letters: —

From Thomas Sherwin, Principal of the English High School, Boston.

Accept my thanks for a copy of your series of Readers, which you have kindly sent me as they were issued from the press. I have carefully examined these volumes myself, and have heard, in private, the uniformly favorable opinions of many gentlemen well qualified to judge of their merits. Allow me to say, that I think they are admirably adapted to the objects for which they are designed, and that I heartily recommend them to the favor of all interested in the cause of English education.

From E. Wyman, A. M., Principal of the English and Classical High School, St. Louis.

On the first announcement of your series of Reading Books, I was prepared to expect some decided improvement upon all similar works in use; and in a subsequent careful examination of them, I find myself in no respect disappointed. The philosophical arrangement of the elementary principles of good reading, (treated as an art and a science,) is an important and valuable characteristic of the books; the rejection of emblems is another; and the unexceptionable character of the contents, another. In short, these books are just such as, in the hands of a skilful teacher, must lead to a nice discrimination, a distinct articulation, and a fluent utterance of the elements of our language. The books are valuable, and I shall labor to introduce them.

From Samuel S. Greene, Principal of the Phillips Grammar School, Boston.

I have examined your series of Reading Books, and am happy to say that I am much pleased with them. The plan seems to me admirably fitted to accomplish the important work of developing the organs of speech, and of securing a graceful and easy elocution. I cordially commend the books to the attention of teachers and school committees.

From Joshua Bates, Jr., Principal of the Brimmer Grammar School, Boston.

I most cheerfully and fully concur with Mr. Greene, in his recommendation of your series of Reading Books.

12

12
YA 00326
887642
THE UNIVERSITY OF CALIFORNIA LIBRARY

H. COWPERTHWAIT & CO.,

BOOKSELLERS AND PUBLISHERS,

PHILADELPHIA,

Have for sale a large stock of Books in every department of knowledge. Their supply of School Books, of their own publication and of others, is unusually great; and they are prepared, at all times, to supply orders on the most favorable terms.

Among their valuable publications are the following School Books.

MITCHELL'S SERIES OF SCHOOL GEOGRAPHIES.

SWAN'S SERIES OF SCHOOL READERS AND SPELLERS.

GREENE'S GRAMMATICAL SERIES.

BERARD'S HISTORY.

A School History of the United States, by B. Berard.

This work is very beautifully illustrated, entirely from original designs. It is written in an attractive style, and presents the prominent events of our country's history in so pleasing a manner, that it cannot fail greatly to interest and instruct the pupil.

ARITHMETIC AND ITS APPLICATIONS;

Designed as a text-book for Common Schools, High Schools, and Academies. By Dana P. Colburn.

This work contains many new and original features, and is warmly commended by teachers who have given it an examination.

PICOT'S SERIES OF FRENCH BOOKS.

URCULLU'S SPANISH GRAMMAR.
URCULLU'S GRAMMATICA INGLESA.

JARVIS'S PHYSIOLOGIES.

PRACTICAL PHYSIOLOGY; or, Anatomy and Physiology applied to Health. For the use of Schools and Families. Revised Edition, with Seventy Engravings.

PRIMARY PHYSIOLOGY, with numerous Illustrations. Designed for the use of Schools.

These books are intended to be exclusively practical. They describe only those organs, and teach only those principles, which are necessary to be known for the correct management of our system, the maintenance of health, and the preservation of life.